A - New Course Proposal : Entry # 842

Today's Date

01/14/2019

Your Name:

Bobby Hayes

Your Email:

bhayes@highpoint.edu

Which semester is this course proposal applicable for?

Fall 2019

Your department

School of Communication - Journalism and Strategic Communication

Please select the appropriate school overseeing this proposal:

Communication

Is this proposal connected to any other proposals currently being submitted? If so, please describe below.

Yes, journalism is being established as a new major and many new courses are being proposed in the program.

Is this submission in response to a "revise and resubmit" decision on a previous proposal?

No

Is this course cross listed?

No

Choose the department designator for your proposed course from the list below.

JOU

Proposed Course Number

4100

Does this course replace a current course?

Yes

Is the course number being reused?

No

Enter the title of your proposed course

Journalism Residency
**A - New Course Proposal : Entry # 842**

**Enter the catalog description of your proposed course**

Students will put into practice what they have learned, working alongside professional journalists at one of Qubein’s numerous media partners, gaining real-world experience to propel their careers. Students will report, write and produce content on multiple media platforms as they immerse themselves with media outlets while working under deadline pressure to build confidence.

**Choose your proposed course's number of credits from the list below**

8

**How will the course be graded?**

Letter grade

**Please select the course repeat option for your proposed course:**

Not repeatable for credit

**Offering cycle for your proposed course:**

Spring semester

**Does your course have any prerequisites?**

Yes

**Please list all prerequisites this course requires:**

JOU 2243, JOU 3323

**Rationale for new course**

The department wished to construct a bridge course that serves as a transition between the academic study of the discipline and real-world experience in the field. One of the top journalism schools in the country, The Medill School of Journalism at Northwestern, uses a similar model as a capstone experience for their students. The course should all students to demonstrate what they have learned in other journalism courses in a real-life scenario. No overlap with existing courses.

**List the proposed course's student learning outcomes**

1. Incorporate objective information in written, aural or visual form consistent with professional requirements.
2. Show an awareness of diverse audiences in the creation of content.
3. Write clearly and accurately using an appropriate style and format for specific audiences.
4. Produce content by using current tools and technologies appropriate to a particular purpose.
5. Demonstrate ethical behavior that is appropriate for the professional workplace.
6. Think critically and analytically in a workplace setting.

**Describe how your course's learning outcomes help to fulfill the missions of your department and school/college. (For FYS courses, describe how your course's learning outcomes help to fulfill the mission of the FYS program.)**

The NQSC wishes to produce graduates who are ready to enter the workforce. What better preparation can a student receive for a job in a newsroom than spending part of a semester producing work in a professional newsroom?

**Describe how the student learning outcomes in your course will be assessed.**
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Site supervisor evaluations and reflective essays.

This course is intended to be:

A required course in the major

Does this course fulfill any of the below University academic program requirements?

- This course does not fulfill academic program requirements

Please attach your department approval signature page, syllabus, and any other supporting documents.

- 4100.pdf
- 4100rev.pdf
- Jou-4100-rev.pdf

For Deans:

Does this proposal connect solely to programs in your school (Intra-Collegiate), or does it have connections to broader university programs and requirements (Inter-Collegiate)? Note that all proposals connected to University Academic Programs or within the General Education should be considered Inter-Collegiate proposals.

Intra-collegiate

Is this proposal consistent with school and university mission?

Yes

Are necessary resources available to support this proposal?

Yes

[DEAN] I approve/deny this proposal for further advancement

Approve

Today's Date (REQUIRED)

01/18/2019

For the School Curriculum Committee:

Is this proposal consistent with the mission and requirements of your school?

Yes

Comments justifying this determination?

The course is among a number of new courses which have been approved for our new Journalism major, not taught yet but now readied for teaching.

Does this proposal reflect a course that is rigorous, current, and reflects best practices and highest academic standards?
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<td>[SCHOOL COMMITTEE] This committee approves/denies advancement of this proposal</td>
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DEPARTMENTAL APPROVAL
SIGNATURE PAGE

Course Department: Jou Course Number: 4100

This is to signify that the department has reviewed this course proposal and approves its submission.

Signature of Department Chair: [Signature] Date: 1/17/19
The Nido R. Qubein School of Communication

Values Expression, Integrity, Excellence, Accuracy, Diversity, Curiosity and Awareness

HIGH POINT UNIVERSITY

THE NIDO R. QUBEIN SCHOOL OF COMMUNICATION

JOU 4100 – JOURNALISM RESIDENCY

FALL 2019

Communication is at the heart of everything we do. It is the foundation for interaction among human beings.

President Nido R. Qubein

Professor:
Dr. Bobby L. Hayes, Faculty Coordinator for Journalism Residency
bhayes@highpoint.edu
336.888.6310
Office: Qubein 347

COURSE DESCRIPTION

Students will put into practice what they have learned, working alongside professional journalists at one of Qubein’s numerous media partners, gaining real-world experience to propel their careers. Students will report, write and produce content on multiple media platforms as they immerse themselves with media outlets while working under deadline pressure to build confidence. Eight hours. Prerequisites: JOU 2243, JOU 3323.

COURSE OVERVIEW

In the Journalism Residency program, students immerse themselves in a media outlet in High Point, across the Triad or around the country.

Students will report, write and produce content on multiple media platforms for companies that range from the High Point Enterprise to Fox8 News to Triad City Beat. Or they will practice their new skills at public relations and marketing companies. Wherever they go, they will develop new skills, test old ones, sharpen research tactics, explore new communication methods and build their confidence working under deadline pressure.

But they won’t be alone. A faculty mentor will work with each student to ensure that time in the program results in development of each career.

We work with students to match their interests to their site, from award-winning newspapers to cutting-edge digital publications. Students will have the opportunity to contribute to their news organization in a host of ways, from breaking news to long-form projects, putting their skills to the test in environments that will shape their journalism future and serve as an impressive calling card on their resume. During the Journalism Residency program, students work 320 hours with veteran professionals in real-world environments for one semester. The goal is for students to gain hands-on experiences that help them develop new skills, test existing skills, work under deadline pressure, hone their news judgment,

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sharpen fact-checking and research skills, explore new career paths and build confidence in their capabilities.

**Journalism Residency categories**

- **Broadcast/Videography**: Students gain experience writing, shooting and editing stories at TV stations, as well as producing news programs
- **Magazine**: Students enhance their understanding of the intricacies of magazine production
- **Marketing Communications**: Students participate in persuasive writing and interactive communication
- **Newspaper/Online**: Students conduct hands-on reporting, copy editing or web production

The residency begins with an extensive application and placement process during which we assess students’ skills, capabilities, previous experience and academic achievements. Our goal is to match residency applicants with employers in order to benefit both parties. Employers do not pay students directly for their work.

**Site supervisor’s role**

Residency sites will assign each student a site supervisor. We ask our site supervisors to consider themselves involved in a teaching partnership with Qubein, and we count on them not only to supervise, but also to coach, mentor and evaluate our students. We ask our site supervisors to provide everything from preparation tips and guidelines on how to pitch a story idea to career advice.

The “teaching” commitment is a key responsibility of the site supervisors. It is imperative that they provide substantive learning opportunities for students through the tasks and responsibilities assigned. While we understand that students must take initiative in seeking opportunities for growth, site supervisors also must take time to give feedback and mentor the students.

Finally, site supervisors are asked to fill out mid-term and final evaluations, gauging students’ progress and accomplishments. Site supervisors also meet with Qubein faculty advisers, either in person or by phone, midway through the internship. The student will help arrange a mutually agreeable time for these conferences.

We work with you to match your interests to your site, from award-winning newspapers to cutting-edge digital publications.

**Mentor’s Role**

The faculty mentor will monitor the residency site to make sure that each student walks away from the residency with tangible evidence that he/she can produce professional-quality work in a real-world media environment. The faculty mentor will also serve as a resource for each student to troubleshoot any issues that may develop at the residency site.
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LEARNING OUTCOMES

Students will be able to:

1. Incorporate objective information in written, aural or visual form consistent with professional requirements. Method of assessment: site supervisor evaluation
2. Show an awareness of diverse audiences in the creation of content. Method of assessment: site supervisor evaluation.
3. Write clearly and accurately using an appropriate style and format for specific audiences. Method of assessment: reflective essay
4. Produce content by using current tools and technologies appropriate to a particular purpose. Method of assessment: site supervisor evaluation
5. Demonstrate ethical behavior that is appropriate for the professional workplace. Method of assessment: site supervisor evaluation
6. Think critically and analytically in a workplace setting. Method of assessment: site supervisor evaluation

EXPECTATIONS

Students will:

1. Demonstrate professional skills such as reporting to work on time, meeting deadlines, completing assigned tasks, and dressing appropriately for business.
2. Complete weekly time sheets, have them signed by the site supervisor, and electronically submit them every Friday to me. By the middle of the semester, approximately 160 work hours should be completed. By the end of the semester, 320 work hours should be completed.
3. Write a three-page reflection paper on the residency experience that incorporates how residency objectives were met. The paper should also explain how the residency has impacted future career/life direction. The paper should be emailed to me by the last day of classes.
4. Secure a completed final evaluation from the site supervisor by the last day of classes. The evaluation should be scanned/emailed to me.
5. Make a final Poster presentation on their residency experience with faculty and staff during the last week of classes.
6. Enhance their understanding of the workplace environment, organization and culture.

GRADING

Grading will be based on pass (P) or fail (F), determined by the successful completion of the above expectations. FAILURE TO SATISFY OR COMPLETE ANY OF THE SIX EXPECTATIONS WILL RESULT IN A GRADE OF “F.” In the Final Site Supervisor evaluation, you may receive no more than one unsatisfactory grade. No incompletes or extensions given other than for medical emergencies or similar extraordinary circumstances.

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PORTFOLIO

Residency work should be added to your existing portfolio on LinkedIn, which includes your best work from various sources (classes, student media or organizations, etc.).

REFLECTION PAPER

Directions: Please reflect upon your experiences and write three pages in essay form (don't do a Q & A) on the following:

How were your residency objectives met/not met?

In what ways have you been able to apply knowledge gained in classes to your residency? Which courses have been the most helpful?

What knowledge or skills do you wish you had known before entering this residency? What professional skills did you learn while you were at your residency (writing, software, production, etc.)?

What were your major challenges? When did you feel the least comfortable/confident in your professional skills?

What is the most valuable lesson you have learned during this residency? Explain how or why this knowledge or skill is important to your future as a communications professional.

Explain how this residency experience enhanced or diminished your expectations for this type of work.

Describe the leadership skills you encountered. Describe the management skills. What could be improved? Name and describe one situation in particular that you either: a) thought was handled well, or b) thought you have handled differently.

Would you consider taking a permanent position with the company you worked with? Why or why not? Would you recommend this internship site to other students?

How has this residency impacted your future career/life path?

WRITING STYLE

Students should compose their reflection paper using APA research style.

RESIDENCY SYMPOSIUM

At the end of your residency experience, you will present your residency experience at the NQSC Residency Symposium. For this symposium, each student will create a research-style poster that overviews the following aspects of the residency:

- Overview of the residency site
- Tasks assigned for the residency
- Skills needed to complete the tasks

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- What you learned from the residency
- List of the classes prepared that best prepared you for this residency
- Suggestions about what the NQSC should be teaching students to prepare for this residency

During the symposium, each student displays the poster and audience members (e.g., NQSC faculty, career services staff, students, judges) walk around and ask questions. So, be prepared to answer questions and talk about your experience. Professional dress required.

Certificates will be awarded for (a) the best visual display, (b) the best oral presentation, and (c) the best overall experience.

Requirements:

- Develop a poster (guidelines available below)
- Send a pdf of the poster to Dr. Hayes at least three days before the symposium. Dr. Hayes will review and approve the poster
- Submit one “quiz” question about your residency three days before the symposium. The answer must be available on the poster. (The quiz is for undergraduates attending for extra credit or course credit—these students need to complete an assignment)
- Print the poster either at the Print Shop in Roberts Hall or the Media Center in Smith Library (cost is $10 to print a 24 x 36 poster) (You do not need to pay to have the poster mounted because we have foam board in the NQSC and can staple the poster to that).
- Attend the symposium (generally scheduled from 4 -5 PM).

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How to Create a Poster Using PowerPoint

**Step 1** Gather your contents in the form of text, graphs and photos. If you need to scan slides or photos, there is a scanner available for use in the library computer lab

**Step 2** Open PowerPoint, choose Blank Presentation and click OK

**Step 3** Choose the Blank slide layout and click OK

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Step 4 Go to File in the toolbar and click Page Setup

Step 5 Enter the Height and Width of your poster. We recommend 24 x 36

Step 6 Click Insert on the toolbar, choose Text Box. A text box drawing tool will appear on your PowerPoint slide. Click and drag to create the box. This is where you will place your prepared text. Simply cut and paste from Word or type directly into the text box. The box will expand to fit the information entered.

Remember to consider your font size and make it suitable for poster use. Font sizes of approximately 36 to 54 are recommended for titles, approximately 18 for text. Use your judgment for your specific poster needs. PowerPoint does not recognize all fonts; Arial and Times New Roman are recommended for use. Symbol is the font recommended for scientific symbols. To choose the characteristics of the text box such as line, color or size, go to Format in the toolbar or right click on the text box and select Format Text Box. You can copy and paste directly from Word documents into PowerPoint text boxes. We would suggest using dark text color on a light background in text boxes for easy reading

Step 7 To add logos, charts or photos, go to Insert in the menu bar and select Picture, and then From File and browse to your file containing your charts or scanned and saved pictures. Select it and click the Insert button.

Step 8 Once you have inserted your pictures, you can move or resize them to suit your needs. The dotted guide lines on the templates are there to tell you where on the sheet your boxes are and can help in getting things properly aligned. If you click and hold them, a box will appear giving the lines' locations on the sheet. You can then move them into position. They will not appear when the poster is printed. If the guide lines are not visible on your screen, select View, then Guide

Step 9 Once your text and pictures are in place, you may decide to add some color or texture effects. The color options and background effects are found under Format on the toolbar, or you may double click the border of any text box to view Format Text Box with color and line options.

Step 10 Carefully review your poster. When you are completely satisfied with it, send it to Dr. Hayes for review

Step 11: When Dr. Hayes has approved your poster, send it to the print shop or media services for printing. The cost is $10.

POLICIES, PRACTICES, & EXPECTATIONS

Students are expected to adhere to all standards outlined in the School of Communication’s Policies, Practices, and Expectations guidelines (located at http://www.highpoint.edu/communication/files/nqsc_syllabus_policies.pdf), unless alternate standards are specifically outlined elsewhere in this syllabus.

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**DIVERSITY**

Students are expected to be sensitive and alert to the issues of race, sexual orientation, gender, religion, nationality, and disabilities in the work environment in which they are placed.

**PLAGIARISM**

The Honor Code relates particularly to the issue of plagiarism. Many students think it is okay to quote someone word-for-word without quotation marks if they just cite the source in a reference list—they will insist this is not plagiarism. This is plagiarism. Still others think it’s okay to claim someone else’s video or audio as their own if it was already posted on the Internet. No. **All instances of plagiarism will be reported:** [https://cm.maxient.com/reportingform.php?HighPointUniv&layout_id=1](https://cm.maxient.com/reportingform.php?HighPointUniv&layout_id=1) If the student accepts responsibility, the instructor can adjudicate this case directly by completing the Resolution Form provided by the Office of Student Life. Second and subsequent offences will automatically be reported to the Honor Court.

**UNIVERSITY HONOR CODE**

Each student signed the HPU Honor Code, which is available at [http://www.highpoint.edu/campuslife/sga/index.cfm?DeptCategory=19&PageID=1705](http://www.highpoint.edu/campuslife/sga/index.cfm?DeptCategory=19&PageID=1705). It is the responsibility of each student to abide by the Honor Code.

**STATEMENT ON COPYRIGHT**

The use and manipulation of digital and analog photos, graphics, text, audio and video files and artifacts for class assignments and performances at the Nido R. Qubein School of Communication must comply with established copyright laws and practices. As such, all work or portions of a work must be original unless specifically exempted by the instructor in written instructions. For example, if a given audio recording project accompanies a graphic, that graphic must also be original even though the project was designed to test audio skills.

**DISABILITY SUPPORT SERVICES**

Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to the Office of Accessibility Resources and Services, 4th Floor Smith Library. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive. Contact us at [http://www.highpoint.edu/disabilitysupport/contacts/](http://www.highpoint.edu/disabilitysupport/contacts/), or call Dana Bright 336-841-9361, for additional information.

**NON-DISCRIMINATION**

The Nido R. Qubein School of Communication values and honors all diverse people in the classroom setting. Membership and participation in the classroom will not be denied to anyone on the basis of race, ethnicity, religion, national origin, age, gender, disability, or sexual orientation.

**RESIDENCY ATTIRE**

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Your attire and presentation is an everyday reflection of you. At the residency site, always dress professionally. You’ll stand out for your commitment to a polished presentation and no one will ever know how many hours of sleep you did (or didn’t) get the night before. Don’t roll out of bed to start getting ready five minutes before you leave. First impressions are vital. Don’t fall into a pattern of casualness just because you sometimes see others in the workplace dress comfortably. Remember, they’ve been there longer than you have. It’s okay to read the environment and adjust along the way, but when in doubt, it’s always better to be overdressed than underdressed. Save the flip flops for the beach.

COURSE EVALUATIONS

All students are expected to complete course evaluations in the week preceding final exams. These evaluations, which are delivered online, are an important part of High Point University’s assessment program, so your cooperation in completing them is greatly appreciated. As the end of the semester or academic session draws near, you will receive information from the Office of Institutional Research and Assessment about how to complete the online evaluations.
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