

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

**I. General Information:**

College:	<u>Communications &amp; Information</u>	Department (Full name):	<u>School of Journalism and Telecommunications</u>	
Major Name (full name please):	<u>Journalism</u>	Degree Title:	<u>BA/BS</u>	
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____	
Requested Effective Date:	<b>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</b>			
Contact Person:	<u>Scoobie Ryan</u>	Phone:	<u>257-4362</u>	Email: <u>scoobie@email.uky.edu</u>

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment or a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral or visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”*

**III. GCCR Information for this Program (by requirement):**

<b>A. List the courses currently used to fulfill the old Graduation Writing Requirement:</b>
<u>Varies, but from courses outside the major, our students generally selected ENG 230, ENG234, ENG264, Eng 281 or WRD 203</u>
<b>B. GCCR Program Outcomes and brief description:</b>
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>There are four; the specific language comes from our professional accrediting body, the Accrediting Council on Education in Journalism and Mass Communication. All students will:</u>
<u>-- understand concepts and apply theories in the use and presentation of images and information;</u>
<u>-- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;</u>
<u>-- apply tools and technologies appropriate for the communications professions in which they work;</u>
<u>critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.</u>

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<p>2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:</p> <p><u>Effective communication through writing, presentation and selection of visual images is essential for journalists no matter which platform on which they publish. All JOU courses require well-research (information literacy) precise writing and inclusion of visual images and development of presentation skills. Completion of JOU 330 plus the approved JOU portfolio incorporates all three elements and satisfies the Graduation Composition and Communication Requirement.</u></p>	
<b>C. Delivery and Content:</b>	
<p><b>1. Delivery specification:</b> for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)</p>	<p><input checked="" type="checkbox"/> a. Single required course within program</p> <p><input type="checkbox"/> b. multiple required or optional courses within program</p> <p><input type="checkbox"/> c. course or courses outside program (i.e., in another program)</p> <p><input type="checkbox"/> d. combination of courses inside and outside program</p> <p><input checked="" type="checkbox"/> e. other (please specify): _</p>
<p><b>2. Basic Course Information:</b> Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p><b>Course #1:</b> Dept. prefix, number, and course title: <u>JOU 330 Web Publishing and Design</u></p>	
<ul style="list-style-type: none"> <li>• new or existing course? <u>existing</u> (new courses should be accompanied by a New Course Proposal)             <ul style="list-style-type: none"> <li><input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? <u>required</u></li> <li>• shared or cross-listed course? <u>no</u></li> <li>• projected enrollment per semester: <u>16 per section; 2-3 sections per semester</u></li> </ul>	
<p><b>Course #2 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ (new courses should be accompanied by a New Course Proposal)             <ul style="list-style-type: none"> <li><input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>Course #3 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ (new courses should be accompanied by a New Course Proposal)             <ul style="list-style-type: none"> <li><input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>3. Shared courses:</b> If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> <li>• <b>Contact information of providing program:</b> <u>N/A</u></li> <li>• <b>Resources:</b> what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. <u>It is essential JOU have access to computing labs and support for required hardware and software</u></li> <li>• <b>Memorandum of Understanding/Letter of Agreement:</b> Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). <b>Date of agreement:</b> _____</li> </ul>	
<p><b>4. Syllabi:</b> Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p>	

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- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
  - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

**5. Instructional plan:** Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

While all required courses within the JOU major include multiple written assignments and most also involve use of visual elements and delivery of oral presentations, the required course, JOU 330, includes all of these elements. Students are also required to submit a professional portfolio as a graduation requirement, and the work in that portfolio represents attainment of the SLOs relevant to the GCCR in writing and visual images.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

JOU 330 involves the development and creation of a website for a specific journalistic enterprise. As is the norm in the media industries, students complete the website as part of a group, but each student has writing, visual selection, and presentation responsibilities as part of the course.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

As a professionally-oriented program, we follow the practices of the fields our students will enter. This includes frequent in-class critiques as well as instructor feedback through grading throughout JOU 330. In addition, all JOU majors must submit a portfolio in order to graduate; the portfolio includes work done as part of the student's required professional internship, but also previous coursework that has been revised based on instructor feedback.

- other information helpful for reviewing the proposal:

The JOU major requires students to write and revise compositions, create and revise visual products, and practice and deliver formal oral presentations in every class they take. These assignments are researched; thus, meeting the information literacy component. In the process, they easily write and revise more than 4500 words and practice and deliver more than 10 minutes of formal oral presentations. This work is represented in the samples included in the required portfolio along with JOU 330.

**D. Assessment:**

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):  
Portfolio assessment every semester by adviser; annually by outside professionals.
- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):  
JOU curriculum committee and JOU program accredited by ACEJMC
- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

N/A

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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	BA/BS Journalism
Contact Person Name:	Scoobie Ryan
Phone:	257-4362
Email:	scoobie@email.uky.edu

**Instructions:**

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

**Internal College Reviews and Course Sharing and Cross-listing Reviews:**

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	4/17/2014	Beth Barnes / (859)257-4275 / bbarnes@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/17/2014	H. Dan O'Hair / 859-218-0290 / ohair@uky.edu
		/ /

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>1</sup>
GCCR Advisory Committee	4/17/2014	

**Comments:**

<sup>1</sup> Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

**JOU 330 TR**

**001 11:00 a.m. – 12:15 p.m.**

**002 2:00 p.m. 4:00 p.m.**

**Web Publishing and Design Spring 2014**

Prof. Kakie Urch [kakieurch@gmail.com](mailto:kakieurch@gmail.com) (BEST CONTACT)

@profkakie on Twitter

49 Grehan Building

Cell: (760) 660-0803 (Text is OK, remember to tell me who you are)

Office Hours: Friday Noon to 1:00 p.m., Monday 11:30 a.m. to 2 p.m.

and by appt.

### **COURSE DESCRIPTION**

The course will include a broad introduction to the fast-expanding journalism elements of Web design, information architecture and strategic decision-making for students following JOU major

Students will learn basic concepts about storytelling and production online using industry standard tools including Soundslides, Dreamweaver, CSS, and Photoshop. Basic visual design principles and color theory principles will be introduced in Web context. HTML, Web 2.0, CMS management, tags and metrics will also be introduced and discussed in relation to uses in all three tracks.

Social Media practice by journalists, advertisers, marketers and public officials will be addressed. The industry standards of ethics and accuracy will be stressed, along with site usability and construction.

The course will be geared around the developing questions informing the “Future of News” debate, with an emphasis on Web best practices expected by news organizations and media entities. Online news genres including blogging, interactive elements, data, mapping, digital records and mobile Web will be introduced and addressed.

As a class, we will look to the standards accepted and practiced by the Society of Professional Journalists, PRSSA, The Poynter Institute, The Nieman Center at Harvard University, the Online News Association, IRE (Investigative Reporters & Editors), AEJMC, the Knight Digital Media Center and the Kentucky Press Association.

Assignments will include individual and group projects and lab work outside of class time.

By the very nature of the course, work will alternate between intense hands-on learning of Web design and the more analytical and critical work of the principles behind real-time Web publishing.

Opportunities for integrating class assignments with publication in student and professional media for portfolio inclusion will be emphasized.

### **CLASS PARTICIPATION**

Success in the class, like success in the newsroom, information center, pr/ad agency or professional broadcast/film environment hinges on the participation and preparedness of the individual. Please be prepared and expect to participate/be called on.

### **REQUIRED TEXTS FOR PURCHASE**

There are **two** required texts for purchase for use in the course.

**GREEN BOOK: Dreamweaver CS6: The Missing Manual by David Sawyer McFarland.**  
Pogue

Press/O'Reilly Publishing 2013. 1,058 p. Available at physical bookstores and on Amazon.

**RED BOOK: Visual Quickstart Guide: Dreamweaver CS6** by Tom Negrino/Dori Smith, 2012. About 511 pages.

### **REQUIRED READINGS/TUTORIALS ONLINE**

Additional required readings and tutorials for the class will be posted as PDFs in the JAT server or Delicious links online at Profkakie at [www.Delicious.com](http://www.Delicious.com) A short quiz will be administered on each reading.

### **GRADING SCALE:**

Web site tracking/analysis project	10 percent
Quizzes/In Class Exercises	10 percent
Soundslides Project	10 percent
Simulation/Reaction Paper	10 percent
Header Exercise/CSS Styling Ex.	5 percent
Crowdsourcing Exercise	5 percent
Social Media/CMS Exercise	5 percent
Web Project Individual	25 percent
Web Project Group	20 percent

**FINAL EXAM:** The official final exam period for this course MW classes that meet first at the appointed time for our section. It is listed on the Link Blue registrar's academic calendar.

**THERE IS NO FINAL EXAM IN THIS COURSE**

## SHORT ASSIGNMENT DESCRIPTIONS

**Web site tracking/analysis project:** Students will choose a Web site to track on an Excel spreadsheet at key dayparts four times a day for two weeks, recording changes to particular elements in order to develop a 2-page analysis of the site's content, audience, news, aesthetic and SEO goals and how well those have been achieved. **DUE:** Last Day of Class

**Quizzes/In-Class Assignments:** Quizzes (reactions to readings, concepts under study in the class or specifically assigned tutorials) will be administered nearly each class period. **DUE AS ASSIGNED. TIMESTAMPED.**

**Soundslides Project:** Students will use the Soundslides program to create, critique, and revise a project that introduces notions of visual storytelling, digital timeline use, photo preparation and selection for the Web, effective use of sound and basic sound editing. Student must obtain copyright-free photographs and copyright-free music for this exercise. A visual story of about 1:50 will ultimately be produced and submitted. **DUE:**

### **Reaction Paper OR Simulation Participation**

**Simulation Participation Option:** In February, the School of Journalism and Telecommunications will hold its sixth annual International Policy 24-Hour Crisis Simulation with the Patterson School of Diplomacy's graduate program. Participation in this simulation (a three or four hour shift in our 24-hour newsroom team) will fulfill the Reaction Paper assignment. **DUE: 3-4 HOUR SHIFT ON FEB. 28-MARCH 1**

**Reaction Paper Option:** If the student chooses the reaction paper for this portion of the grade, the assignment is to attend an approved public talk or event and write, review, and revise a 3-page reaction paper that adheres to AP style, standard spelling and grammar and rhetorical approach. The paper should provide a short summary of the event, orienting the audience to what was said and providing a view to the student's reaction to a point made by the speaker(s) or event. **DUE: LAST DAY OF CLASSES**

### **Header Exercise**

Students will learn and execute some basic moves in Photoshop and Dreamweaver to create a header for a Web site project. **DUE:**

### **CSS Styling Exercise**

Students will learn and execute some basic CSS styling moves in Dreamweaver to become more comfortable with the process of styling text and elements. Navbar will be included. **DUE:**



### **Crowdsourcing Exercise**

Students will read case studies, engage in classroom discussion of the possibilities of this method of newsgathering and create, review, and revise a 2-page story proposal on crowdsourcing for a local Web site.

**DUE:**

### **Web Site Individual :**

Each student will create, critique, and revise a Web site comprised of five separate Web pages in Dreamweaver. The site shall incorporate text that is contextually correct, text, images, a navigation bar, internal and external links, a table, either Flash or QuickTime video/slideshow, a contact form and a header. CSS, color and design elements taught in the class shall be used. In planning the Web site, the student shall complete a mindmap style schematic and a punchlist plan for execution. **DUE LAST DAY OF CLASSES**

### **Web Site Group :**

Working in groups of four, students will act as a Web site work group, from brainstorming to final execution, to produce, critique, and revise a Web site of five separate Web pages in Dreamweaver, incorporating all the elements of the individual site, and adding interactives, which may include Spry elements, Flash elements, etc. The group will submit meeting notes, a mind map, a punchlist and a site statement of purpose. : **PROPOSAL DUE : SITE DUE: LAST DAY OF EXAM PERIOD**

### **Social Media/CMS Exercise**

Students will complete a combination exercise that will introduce them to some business and media business applications of social media and well-known CMS (Content Management Systems). **DUE:**

**ATTENDANCE:** More than three unexcused absences as defined by University of Kentucky policy will result in the lowering of the student's grade in the course.

**H1N1 FLU AWARENESS:** The Provost has asked UK professors to remain keenly aware of the importance of reducing the possibility of H1N1 viral infection. To this end, please, if you are suffering from flu-like symptoms, alert the instructor in advance by e-mail and get classnotes, assignments from colleagues. Do not come to the lab with flu symptoms.

**DIVERSITY:** As with any course at the University of Kentucky, we will conduct this class with respect for each individual and with an appreciation of diverse points of view.

We at the UK School of Journalism and Telecommunications believe that it is vitally important to promote a diverse educational environment and society. People of all ages, ethnicities, races,

religions, gender orientations, sexual identities, socio-economic circumstances, abilities, talents, occupations, political persuasions, and beliefs have much to share with us, as we have much to share with them. We believe that our lives are fuller, and that our society is stronger and more just, from such diverse and mutually beneficial encounters.

Protecting our **diversity** is at the very core of our country's ideals, starting with the five freedoms of religion, speech, press, assembly and petition of government, as expressed in Constitution of the United States of America.

### **JAT PROFESSIONAL TALKS/ACTIVITIES**

All students are encouraged to attend the activities planned by the School of Journalism and Telecommunications, **which are approved for reaction paper assignments**. Please request permission for any other related talk that may come up during the year, as many programmed by other academic departments and student activities groups are quite suitable for a reaction paper.

### **PRE-APPROVED JAT TALKS AND ACTIVITIES**

(List to be Distributed Jan. 21/22 class).

#### **IMPORTANT DATES:**

JANUARY 20, MONDAY. No Class Meeting. Academic Holiday to honor Dr. Martin Luther King, Jr.

MARCH 17-22 MON-FRI. No Class Meeting. Spring Break.

**PROFESSOR RESERVES THE RIGHT TO MAKE ALTERATIONS TO CURRICULUM/ASSIGNMENT GRID.**

DATE	READING DUE	IN-CLASS	DUE TODAY	NOTES
W 1/15		Syllabus, Course Intro	Mac Intro, Server Intro	Welcome to the course! Books.
W 1/22	10 Resolutions for Journalists	Best Practices of Online News		Intro CS6, Industry practices, jobs
M 1/27	Language of the Image	Storytelling, Storyboarding	Your Favorite Photograph	
W 1/29	Soundslides Tutorial + Audacity Peer Review	Soundslides, Photo Prep for Web, Sound	12 Images, 1 or more MP3, copyright free	Students will practice sizing, cropping, saving, storing, quick edit, filetypes
M 2/3	Soundslides Tutorial+	Work on (Review & Revise) Soundslides Peer review	Soundedit	
W 2/5	Soundslides Tutorial+	Work on (Review & Revise) Soundslides	Links to 2 soundslides	
M 2/10	Brainstorming Individ Web	Building Blocks	<b>SOUNDSLIDES PROJECT DUE 5%</b>	HTML, CSS, file types, CS4, Hex#
W 2/12	HTML Tutorial	HTML exercise	Individ Site Proposal	Tags, Basic Web Site, 3WC
M 2/17	10 Web Design Basics	Site Specifics	Header Image	Usability, SEO, Content, Interactive
W 2/19	GREEN: RED:	Work on & review Header Project		Bring DW books
M 2/24	Header Tutorial	Work on & review Header Project	<b>HEADER PROJECT DUE 5%</b>	Bring DW books

W 2/26	GREEN: RED:	Set Up Initial Site, Site Management		Bring DW books
M 3/3	Fastbreak News: Basics	Web updates, CMS	Definitely an in-class exrcse	No books needed
W 3/5	GREEN: RED:	Styling with Style Sheets Practice and Review Session		
M 3/10	GREEN: RED:		CSS STYLING PROJECT 5%	Bring CSS book
W 3/12	GREEN: RED:	Work on & Review Individ Site	Text, images, punch list	Bring DW books
M 3/17	GREEN: RED:	Work on	Setting groups	Bring DW books

		Individ Site		
W 3/19	GREEN: RED:	Work on with review Individ Site		Bring DW books

M 3/24		Work on & review Individ Site	WEB TRACK, INDIVIDUAL SITE 11:59 PM	Bring DW Books
W 3/26	Social Media, CMS, Work PK			Meet with Group
M 3/31	Data Viz			
W 4/2	Catch-up Day	Review & Revise Reaction Papers		
M 4/9	Information Entrepreneur	Case Studies	CROWDSOURCING EXERCISE DUE 5%	
M 4/14	Books, Tuts as needed	Work on Group Web	Group site proposal, map	Bring DW book
W 4/16	Books, Tuts as needed	Work on Group Web		Bring DW book
M 4/21	Books, Tuts as needed	Work on Group Web	Reaction paper, Individual site, & Web tracking assignments due	Bring DW book Last Day of Classes
W 4/13, M/428 W 4/31	Work on (Review and Revise) Sites			
			Friday 5/2 is last day of class	
May 5- May 9	EXAM WEEK	There is no final exam in this class	Group sites due last day exam week	

**DATES SUBJECT TO CHANGE PER INSTRUCTOR AS SEMESTER PROGRESSES.**

**Addendum from Professor Urch, sent April 16, 2014:**

In terms of the writing -- every step has a writing component:

1. The Reaction Paper -- 3-pages covering a speech with context and persuasive reaction. Students write, review, and revise these papers before submitting them for a grade.
2. The Group Site -- group writes a presentation to pitch the site as they would in a professional newsroom/corporate agency context. Much like a business writing assignment. Students draft, critique, and revise the site multiple times before it is graded.
3. The Individual Site -- the student does a mind-mapping ([bubbl.us](http://bubbl.us)) heuristic, writes 2 pages on the "communication problem" presented by his/her Web site and how he/she will use elements of textual, design, color, image and User Experience persuasion to achieve these rhetorical goals online.
4. The Soundslides project includes a review of the elements of an effective traditional narrative through the terms from 11th grade novel reading study, a position of those narrative elements into a visual element as in a film, a storyboarding exercise and a production of visual rhetorical images to tell a complete narrative with beginning, middle, end, characters, conflict, setting, conclusion, theme in 10 slides. Students compose, critique, and revise this project before submitting it for a grade.
5. The students write frequently as attendance markers. We will have them read a current news story about a technology deal that affects media and ISC production and planning --- i.e. their careers -- and then they write several analytic paragraphs responding to prompts.
6. The students do a rhetorical analysis called a Twitter Two-Fer, in which they first build a Twitter List of the leaders in their field and then do a 2-page written comparison/contrast rhetorical analysis of the Twitter feeds of A Celebrity and A Politician. Student draft, review, and revised this analysis before it is submitted for a grade.

So, in the course of the semester, in addition to a Dreamweaver Web site, a Soundslides project to professional standards, a Photoshop header element, a CSS stylesheet and a 5-page Wordpress site, students produce, with every assignment, a textual element to revised until it meets standard academic and business rhetorical standards.

## Details on the JOURNALISM portfolio

The electronic portfolio process is meant to streamline the approval process, give the School a place to showcase the work of the students and meet the needs of accreditation and potential employers. Before you can complete your electronic portfolio, you must:

- See your adviser; (your adviser is listed on myUK)
- Decide with your adviser on the distribution of the eight required pieces\*;
- Contact Scoobie Ryan to have the distribution set within your account. Her office hours are 11 a.m.-noon Monday and by appointment. Her email is [scoobie@email.uky.edu](mailto:scoobie@email.uky.edu) She is not available on Tuesdays.

Review your portfolio with your adviser at each advising appointment. Begin working on your portfolio at least two semesters before you graduate. The portfolio must be in progress by the deadline to file your application for a degree. This date is listed on the academic calendar on the registrar's web site. The preliminary deadlines correspond to the deadlines to file an application for a degree.

If you plan to graduate in December 2013, the completion deadlines are

**June 30, 2013** Portfolio account opened and some materials must be loaded onto the server

**Nov. 18, 2013** deadline to complete revisions and publish portfolios.

If you plan to graduate in May 2014, the completion deadlines are

**Nov. 30, 2013** Portfolio account opened and some materials must be loaded onto the server.

**April 11, 2014** Deadline to complete revisions and publish portfolios.

If you plan to graduate in August, 2014, the completion deadlines are

**Nov. 30, 2014** Portfolio account opened and some materials must be loaded onto the server

**May 15, 2014** Deadline to complete revisions and publish portfolio. (Remember, faculty advisers are not available after May 15. If your portfolio has not been approved, you will need to wait until the beginning of the Fall 2014 term when they return to campus.)

If you have not done so, you need to register for your account NOW by going to

<https://otis.coe.uky.edu/openportfolioJOU/>

The registration code is **newsworthy**. If you are having problems do NOT contact Gerry Swan. Contact Professor Ryan.

Store your resume in your account. You may include a brief essay that introduces the work that you are including in your portfolio. Those two documents go in the first section under the heading "professional documents." Instead of writing an essay you may explain each piece individually.

**\* All items in your portfolio must have been published while you attended UK.** Any exceptions must be approved by petition well in advance of any deadlines. Each portfolio must include one example of breaking news and one feature. Broadcast students may NOT use portions of newscasts where they read copy as an example of reporting. They may include examples of anchor work that include a vo or vo/sot they shot and edited. Students who want to showcase expertise in multimedia, audio or video editing, layout and design, photography or copyediting should consult their advisers in advance of the portfolio deadline to determine how best to incorporate such examples in the portfolio.

Detailed instructions for putting materials into your portfolio may be found on the JOU server in the Portfolio folder. The document is "You and your Electronic Portfolio." **Be sure to use the updated version.** The URL for the login page changed as of January 31 2014. If you bookmarked the old one, you will need to update your bookmark.