

Associate in Arts in Mass Media

Curriculum Proposal

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I. Abstract

After reviewing current research in the field of mass media, mass media curricula at two and four-year institutions (Appendix A), and conducting a survey (Appendix B) from current Communication Arts students, faculty have developed a proposal for an Associate in Arts in Mass Media that provides a strong foundation in the practice, theory and application of mass media.

Students in the curriculum will take five communications/mass media related courses and choose three directed electives based on their specific media interest. Two new courses (Writing for Mass Media, English 122, and Introduction to Mass Media Design, English 124) will be developed specifically for this Program (see chart on page six for details).

The Mass Media Program will give students the opportunity to develop skills that will prepare them for entry-level work in a variety of mass media venues. However, most work of this type requires a four-year degree, so this curriculum also includes foundational coursework that will enable them to transfer to four-year schools (Appendix C). Students who enter the workforce with only the associate's degree should expect to work for smaller, lesser known media outlets or in entry level positions. Larger, better known media outlets will typically hire people with four-year degrees.

II. Opportunities Addressed by the Proposed Program

Currently, most jobs in the communication/mass media field require a four-year degree. After graduation from a four-year institution, communication/mass media majors find jobs in advertising, public relations, and media planning and buying, while others consult as communication strategists and employee relations specialists. Some graduates pursue work in print journalism as reporters, editors, copywriters, and publishers. Students who focus on broadcast media often go on to work as technicians, writers, on-air talent, producers, and station managers, and those inclined toward new media have made careers in online content development. Political campaign strategists and speechwriters often come from communication programs, as do advocates for media regulation and reform of media law. Finally, some graduates become writers, researchers, and scholars who study the ways that communication and media shape cultural, political, and social relations.

The media industry is in flux. Therefore, unlike traditional journalism programs that prepare graduates specifically to work as reporters for print publications, this program will prepare students for a wide variety of media and communication related careers. Students will understand different forms of media, how they interrelate and how the internet combines formerly separate forms of media such as audio, video, and text into one multimedia experience. Students will develop strong writing and speaking skills along with technological proficiency that will make them well prepared for whatever lies ahead. See Appendix E for specific labor market data and employment projections.

This Curriculum satisfies all general education requirements. Initial articulation discussions have been held with key transfer institutions to ensure that students will transfer without loss of credits (Appendix C).

III. Expected Program Participants

According to the April 5th, 2000 Communication Arts Speech/Theatre Audit, both students and faculty emphasized the need for a Mass Media Program. A more recent survey, conducted in the summer of 2008, found that eleven out of sixteen students enrolled in the Communication Arts Speech Option would enroll in a Mass Media Program if it were available (Appendix B).

Participants in the Mass Media Program will come from both inside and outside the College. The Program will attract students who previously may have opted to go directly to a four-year college to instead complete the first two years of coursework at Community College of Philadelphia. The Program will also seek to attract students from a variety of majors within the College, particularly Liberal Arts.

Recruitment efforts within the College will target students currently enrolled in English 107, as well as students in other courses related to communications and mass media. Literature will be made available to prospective students. Faculty teaching in the Mass Media Program will work with counselors and academic advisors to ensure that students are aware of the new curriculum. Lastly, literature with detailed information, including course listings, career and transfer opportunities will be distributed to high school guidance counselors to ensure that high school students are aware of this new program.

IV. Description of Program/ Program Coherence

The Mass Media Program will include general education courses as well as mass media/communication courses that will introduce students to the theories behind the creation and dissemination of mass media, and begin development of the skills necessary to work in various media fields.

Upon completion of the program, students will:

1. demonstrate an understanding of the history, theories and practical applications of mass media.
2. demonstrate an understanding of the theories and principles of communication in various contexts.
3. display basic proficiency in writing for mass media.
4. display basic proficiency in the production of mass media.
5. be able to adapt as professionals in the rapidly changing field of mass media.
6. be able to explain the legal and ethical issues of communication and of creating and distributing information through the mass media.

Existing and new mass media courses are aligned with the program outcomes listed above. Each course introduces, reinforces, assesses or provides mastery of the skills necessary to reach these outcomes. For a detailed curriculum map for Mass Media courses see Appendix D.

In their first semester students with no previous required coursework will be required to take Engl 101, English Composition I, to develop critical writing and thinking skills. They will also take Math 118 or above to develop mathematical skills. Students will take CIS 103, Applied Computer Technology, to familiarize themselves with word processing, use of the internet and other necessary computer skills. Students will take Engl 114, Introduction to Speech Communication, to learn theories and concepts of communication that they will use in other communication classes. Students will also take a social science elective.

In the second semester of their first year students will take Engl 107, Society and Mass Communications as an introductory course in the theories, history and forms of mass media. They will also take Engl 102, English Composition II, to further develop their critical writing skills and introduce them to academic research. In Engl 115, Public Speaking, students will learn public speaking and additional communication skills. In addition to fulfilling their Science elective, students will also take one of their three general elective courses.

In the third semester students will take Engl 122, Writing for Mass Media. This is a new course that will introduce students to writing for newspapers, magazines, websites and broadcast. Students will also take a Humanities elective, general elective and directed elective. Advisors should familiarize themselves with the requirements of four-year schools in order to best direct students towards their goals. Since visual images are an important part of Mass Media, students will also take Photography 151, Digital Imaging, for instruction on digital images and the software used to upload and present those images. The Chair of the Photographic Imaging Department, supports this course as part of the Mass Media Program.

In the fourth semester students will take Engl 124, Introduction to Mass Media Design, a new course that teaches students how to design newspapers and magazines, both in print and online formats, and how to incorporate multimedia presentations. Students then take two general electives and two directed electives.

Students are required to select three directed electives from the following list: Engl 117-Small Group and Team Communication, Engl 118 Intercultural Communication, Engl 112, 120, 131, 132, 137, any 200 level Engl; Phot 104, 217; Art 125, 150, 151; CIS 130, 230. General electives and directed electives should be chosen in consultation with an advisor based on student's academic and career goals, as well as specific requirements of transfer institutions.

The directed electives enable students to learn skills that can be applied to the creation and distribution of information through mass media. Since there are many different forms of mass media (books, newspapers, magazines, radio, film, television, the internet) the list of directed electives allows students to begin their particular course of specialization within mass media. Students interested in film can take Engl 271, 272 and 282. Students interested in photography or taking video can take Phot 104 and 217. Students interested in graphic design can take Art 101, 125, 150, 151. Students interested in creating web sites for mass media can take CIS 130 and 230. Students interested in acting or

performance for mass media can take Engl 120, 131,132 or 137. Those students interested in writing for mass media can take Engl 205, 210 or 281. Since many forms of mass media require content produced by writers (film, radio, television, books, newspapers, magazines and websites)students can take any 200-level Engl as a directed elective. For those students interested in the multicultural aspects of mass media, they can take Engl 118-Intercultural Communication. Students interested in creating content for technical mass media venues may choose to take Engl 112, but should be aware that it may not transfer to some four-year colleges. Literature will be distributed to faculty in the Communication Arts Curriculum who will be advising students enrolled in the Mass Media Program. The literature will help advisors and students choose the appropriate general and directed electives for the student's career and transfer goals. Students are not required to develop a specialty at this level and some students might choose a variety of directed electives from across multiple disciplines.

The grid on the following page shows the program in a semester-by-semester sequence.

Course Number and name	Prerequisite and Co prerequisites	Credits	Gen. Ed. Req.
FIRST SEMESTER			
ENGL 101-English Composition I		3	ENGL 101
MATH 118-Intermediate Algebra or above ¹		3	Math
CIS 103- Applied Computer Technology		3	Tech Comp.
ENGL 114-Introduction to Speech Communication	ENGL 101 which may be taken concurrently	3	
Social Science Elective ²		3	Social Science
SECOND SEMESTER			
ENGL 102-English Composition II	ENGL 101	3	ENGL 102 & Info Lit.
Lab Science		4	Natural Science
ENGL 107-Society and Mass Communications	ENGL 101 which may be taken concurrently	3	
ENGL 115-Public Speaking	ENGL 101 which may be taken concurrently	3	
General Elective ²		3	
THIRD SEMESTER			
ENGL 122- Writing for Mass Media	ENGL 101	3	
Humanities Elective ²		3	Humanities
General Elective ²		3	
PHOT 151-Digital Imaging		3	
Directed Elective ² (Choose one of the following) Engl 112, 117, 118 120, 131,132,137 any 200 level Engl, or Phot 104, 217, or Art 101, 125, 150, 151, or CIS 130, 230	ENGL 101 for ENGL 205, 206, 208, 209, 211, 212, 212, 221, 222, 230, 232, 241, 245, 246, 250, 251, 256, 260, and 271, ENGL 131 for ENGL 132, ENGL 205 for ENGL 210, 280, 281,and 282, ENGL 271 for 272, PHOT 152 for 217, ART 125 and 150 for ART 151, CIS 130 for CIS 230	3	
FOURTH SEMESTER			
ENGL 124-Introduction to Mass Media Design	Engl 107, Phot 151 which may be taken concurrently	3	
General Elective ²		3	
Directed Elective ² (see above list)		3	
Directed Elective ² (see above list)		3	
General Elective ²		3	

GENERAL EDUCATION REQUIREMENTS

All General Education requirements are met through required courses (as indicated above) except for the **Interpretive Studies** requirement, **Writing Intensive** requirement and **American/Global Diversity** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated Interpretive Studies, one course that is designated Writing Intensive, and one course that is designated American/Global Diversity. The same course may be used to fulfill more than one requirement. A list of courses that fulfill these requirements and a more detailed explanation of the College's general education requirements appears elsewhere in this catalog and on www.ccp.edu.

1. To ensure appropriate transfer credit, math courses should be selected with an advisor.
2. General electives and directed electives should be chosen in consultation with an advisor based on student's academic and career goals, as well as specific requirements of transfer institutions.

For More Information Contact:

The Division of Liberal Studies Room BR-21 , 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8431; or the College Information Center (215) 751 8010.

V. Program's Institutional Congruence

A. Relation to other programs at the college

The Mass Media Program has been designed to complement the Communication Studies Program formerly known as Communication Arts-Speech Option. Students will have the opportunity to specialize in either the Communication Studies Program or the Mass Media Program and take additional courses in communication or mass media depending on their particular interests. For example, a student enrolled in the Mass Media Program can take Intercultural Communication (Engl 118) or Small Group and Team Communication Engl 117 as directed electives. Additionally, both the Communications Studies Program and Mass Media Program share three common courses (Engl 107, 114 and 115) to ensure that students receive a broad based education in both communication and mass media.

Faculty teaching in the Mass Media Program will explore the possibility of working on cross curriculum activities with the new Digital Video Production Program. These activities could include students writing copy for shows on CCPTV as well as a tour of the new television studio. These activities could be incorporated into both the ENGL 122 (Writing for Mass Media) and ENGL 124 (Mass Media Design) courses.

Students in the Mass Media Program will be strongly encouraged to submit work to *The Vanguard* and faculty teaching in the Mass Media Program will be encouraged to become involved in the production of *The Vanguard* as advisors or consultants. Additionally, faculty teaching Introduction to Mass Media Design, Engl 124, can produce their own online publications.

B. Program Administration

The Mass Media Program will be housed in the English Department.

C. Program's Support Structure

Instructors within the Mass Media Program will refer students having academic difficulties to the appropriate support services. Additionally, faculty may refer students having personal issues to the Counseling Department. Faculty teaching in the Mass Media Program should assist students within the Program with academic advising, and exploration of transfer and career opportunities. Students with disabilities can receive services through Community College of Philadelphia's Center on Disability and faculty in the Program will provide reasonable accommodations.

C. Technological and other resources

To be successful in the field of mass media, one must be proficient with technology. Therefore, technology education is infused throughout the program. Students will be required to take CIS 103 in order to gain a basic understanding of computer functions. Later in the program, students will build on the basic technological competencies they

have acquired. In PHOT 151-Digital Imaging students are introduced to digital imaging and the scanning, enhancing and editing of digital images. Since visual images are an integral part of Mass Media, PHOT 151 will give students the skills necessary to use photographic images in a variety of Mass Media venues. PHOT 151 will also serve as a prerequisite for Introduction to Mass Media Design: ENGL 124. In Introduction to Mass Media Design: ENGL 124, students will learn how to incorporate text, photographs, audio, and video into print and online publications, using various types of free software. These software platforms can be accessed through the internet.

Students and faculty will make use of the many technological resources available at CCP such as technology-enhanced classrooms (TEC) and the Student Academic Computing Centers (SACC). Therefore, no new technological resources are necessary at this time to support this program.

VI. Proposed New Courses

ENGL 122, Writing for Mass Media

Overview:

- A. Catalog Description
- B. Rationale
- C. Student Learning Outcomes
- D. Specific Topics
- E. Class Activities
- F. Possible Textbooks

A. Tentative Catalog Description

This class teaches students the basic elements of newswriting, both for print and online. It also instructs students on writing techniques used in broadcast, television, public relations and advertising. Prerequisite: Engl 101.

B. Rationale

Today's journalists are not only required to write stories for newspapers and magazines. Occasionally, they are also asked to upload podcasts, take video and develop a more multimedia approach. This course allows students to develop skills necessary to create content for a variety of media. Students will analyze examples at home and in class and use those examples as a basis for their own work, becoming actively engaged in learning the basics of newswriting and applying these techniques to other forms of media. Students will be encouraged to submit their work to the CCP Vanguard. Faculty may also explore the possibility of having students write for CCP TV.

C. Student Learning Outcomes:

Upon successful completion of this course students will be able to:

- Employ the basic newswriting techniques needed to write short articles for newspapers, magazines and news websites.
- Write copy for broadcast, television, public relations and advertising.
- Describe the laws and ethical principles associated with writing for the media.

D. Specific Topics

Possible examples for classroom discussion topics include:

- ✓ how to decide what is newsworthy;
- ✓ what information is necessary to research and include, and
- ✓ what is the appropriate form and style in which to deliver the story.

E. Class Activities

1. Guided textbook and article readings will be discussed.
2. Students will evaluate specific examples from various media outlets that will show how different techniques outlined in the textbook are used.
3. Students will be given hands on exercises that will allow them to practice various writing techniques used in mass media.
4. Outside speakers from various media outlets will be invited to speak about their particular area of expertise.

F. Possible Textbooks

Stoval, James G. *Writing for the Mass Media*. 7th Edition. Allyn and Bacon, 2008.

Hilliard, Robert L. *Writing for Television, Radio and New Media*. 9th Edition. Wadsworth Publishing, 2007.

ENGL 124, Introduction to Mass Media Design

Overview:

- A. Catalog Description
- B. Rationale
- C. Learning Outcomes
- D. Specific Topics
- E. Class Activities
- F. Possible Textbooks

A. Tentative Catalog Description

This course instructs students how to deliver information in various digital and print forms. Through a variety of hands-on assignments, students will learn to design newspapers, magazines, and newsletters. Students will also be shown how to use the web to deliver print, photographic images, audio and video. By the end of this course, students will possess the skills necessary to create their own basic print and online publications or to assist in the design of more complex publications. Prerequisites: Engl 107, Phot 151 Digital Imaging (may be taken concurrently).

B. Rationale

Students pursuing careers in mass media need to possess the skills necessary to not only create media content, but also how to deliver that content to a mass audience. This course gives students the skills necessary to produce both print and online publications. It also shows them how to incorporate photographs, audio and video into those publications. Since many print publications also have a presence on the web, students will learn how to take information in print publications and put it online. Faculty are encouraged to use student computer classrooms to create online publications to give students practical experience in the field of mass media.

C. Student Learning Outcomes:

Upon successful completion of this course students will be able to:

- Demonstrate an understanding of the terms necessary to discuss publication layout and design.
- Apply a basic knowledge of various types of software to create print and online publications.
- Demonstrate a basic knowledge of newspaper and magazine layout and design.
- Create online publications that include photos, audio, video and text.

D. Specific Topics

Topics for class discussion include:

- how the placement of stories and photographs determine news value;
- how to use audio and video in delivering news information;
- how to take information and deliver it in effective and aesthetic ways, both in print and online.

E. Class Activities

1. Guided textbook and article readings will be discussed.
2. Students will evaluate specific examples of print and online publications.
3. Students will be given hands on exercises that will allow them to create their own print and online publications.
4. Students will work in groups to create larger, more complex print and online publications.

F. Possible Textbooks

Harrower, Tim. *The Newspaper Designer's Handbook*. 6th Edition. McGraw-Hill, 2007.

Williams, Robin and John.Tollet. *The Non-Designer's Web Book*. 3rd Edition. Peachpit Press, 2008.

ENGL 117, Group and Team Communication

Overview:

1. Catalog Description
2. Rationale
3. Learning Outcomes
4. Specific Topics
5. Class Activities
6. Possible Textbooks

1. Catalog Description

This course provides students with theory and skills specific to working in groups and teams. In this highly interactive and project-based course, students will explore ways that people think and behave in groups, the way groups make decisions, how to lead effective and efficient groups, and how to influence positive interaction and productivity. The skills and knowledge developed in this class will directly relate to group projects in other courses as well as in the workplace.

2. Rationale

Many instructors in a broad range of disciplines require students to complete small group projects. Increasingly, employers expect employees to tackle problems and contribute to the organization by working on teams. In order to address this developing trend, and to support the strong educational value of class projects, this course will provide students with basic skills and theoretical understanding needed to be active, valuable, contributing members of small groups. Students often are often apprehensive about undertaking group projects with classmates which is understandable, as many people have never had formal instruction in the basics of effective group membership. In this course, students will learn the basic theory underlying small group interaction, as well as how to lead groups and how to be productive members of groups.

As reflected in the classroom activities listed below, this course will introduce students some concepts and skills that are included in ENGL 114 – Introduction to Speech Communication, and ENGL 116 – Interpersonal Communication, but these concepts and skills will be applied to the specific context of working effectively and efficiently with others as a team. Also reflected in the classroom activities, in this class students will learn specific skills related to delivering effective and engaging presentations, as this is very often a primary goal of teams in college classes and the workplace. This component of the course will introduce students to some concepts and skills that are included in ENGL 115 – Public Speaking, but the application of those concepts and skills are significantly different in group presentations than in individual speeches.

3. Learning Outcomes

Students who complete this course will:

1. Be able to explain basic theories and concepts that relate to group and team interaction.
2. Understand how interpersonal communication skills influence group and team communication skills.
3. Possess several strategies and techniques for organizing and leading groups and teams.
4. Understand the various responsibilities of members, and how to manage groups.
5. Be prepared to take steps to resolve and manage conflict in groups and teams.
6. Have increased confidence and optimism in regard to working in groups and teams and the potential for groups and teams to produce quality work.
7. Possess specific skills regarding the presentation of work that is produced by the team, as well as knowledge of unique requirements of group presentations.
8. Be able to explain the value of teamwork in the workplace and be prepared to discuss their understanding of this concept with a potential employer in an interview.

4. Specific Topics:

1. The nature of groups; why we form groups and the communication patterns of people in groups.
2. Team work; why small groups can be an effective means of accomplishing goals.
3. Roles and responsibilities; developing functional groups that succeed.
4. Managing conflict in groups.
5. Group leadership and facilitation.
6. Group participation; being a productive teammate.
7. Conducting research in teams.
8. Group presentations.
9. Event planning, management and implementation.

5. Class Activities:

1. Semester project(s): students complete a major semester project in small groups (4-6) or as a class. The project is designed around a specific problem or need that is relevant to the CCP or local community. As a real example, a class at Delaware County Community College decided to raise money to begin a textbook fund for students, so they hosted a 5K race on campus. During the class they discussed the group process issues that emerged during the semester long project.
2. Guided textbook readings and discussions designed to provide students with relevant theory for the development of their own teams.
3. Classroom exercises designed to identify and practice specific interpersonal communication skills, such as listening, providing feedback, group facilitation, etc.
4. Small group presentations. Students report to the class at various stages of the semester project.

6. Possible Texts:

Communicating in Groups and Teams: Sharing Leadership, 5th Edition,
Gay Lumsden, Donald Lumsden, Carolyn Wiethoff.

In Mixed Company: Communicating in Small Groups and Teams, 7th Edition,
J. Dan Rothwell.

Communication in Small Groups: Theory, Process, and Skills, 7th Edition,
John F. Cragan, David W. Wright, Chris R. Kasch.

A Systems Approach to Small Group Interaction, 9th Edition, Stewart L. Tubbs.

ENGL 118, Intercultural Communication

Overview:

- A. Catalog Description
- B. Rationale
- C. Learning Outcomes
- D. Specific Topics
- E. Class Activities
- F. Possible Textbooks

A. Catalog Description

Students will explore how culture broadly defines, influences, and challenges communication. Students will develop greater competence in communicating with people from a wide variety of groups based on race, ethnicity, nationality, gender, age, social and economic status, sexual orientation, disability and religion.

B. Rationale

One of our primary missions of a community college is to help prepare students for success in the workplace. Employers rightfully expect that employees understand and embrace diversity and possess a basic level of competence in communicating with people from a broad range of backgrounds. CCP is an incredibly diverse institution, and although it provides an excellent venue for learning about culture and communication, it can also present significant challenges to students who are unprepared or inexperienced.

With these ideas in mind, a course in communication and culture is intended to take advantage of our diverse campus and provide students with the theory and skills necessary to communicate effectively, fairly, and peacefully with people of many different backgrounds. By learning about culture, and how culture influences and challenges communication, students develop critical thinking skills, learn to consider multiple perspectives, develop more sophisticated world views, and develop skills that are directly linked to becoming leaders in any organization.

C. Learning Outcomes

Students who successfully complete this course will:

1. Be able to interact with others in the workplace in ways that show respect for diversity and comply with anti-discrimination laws.
2. Demonstrate knowledge of current law as it applies to workplace communication.
3. Demonstrate an understanding of what culture is and the various cultures and subcultures they encounter on a regular basis.
4. Demonstrate a theoretical understanding of the relationship between culture and communication.
5. Demonstrate an understanding of various ways that culture can present barriers to communication, and strategies for overcoming those barriers.
6. Be able to utilize a set of skills for the management of conflict specific to intercultural communication.

D. Specific Topics

1. The historical perspective on culture.
2. The evolution of culture and its effect on communication expectations.
3. The need for an ongoing development of communication competence.
4. Definition of worldview and the development of one's own worldview.
5. Cultural identity
6. Cultural values and their influence on perception
7. Language and culture
8. Nonverbal communication
9. The cultural context
10. A broad definition of culture that includes gender, age, religious/spiritual beliefs, etc.
11. At home; relevant issues regarding culture and communication on our campus and in our own communities.
12. At work; responsibilities of employers and employees regarding compliance with anti-discrimination laws.

E. Classroom Activities

1. Writing and speaking exercises designed for students to explore their own cultural identity, develop a deeper understanding of how cultural identity influences perception and worldview, and articulate their identity with others.
2. Guided textbook and article readings with class discussions.
3. Interactive exercises designed to allow students to practice interpersonal communication skills specific to situations involving culture.
4. Class trips to various cultural locations/exhibits in Philadelphia and beyond.

F. Possible Texts

Communication Between Cultures, 7th Edition, Larry Samovar, Richard Porter, and Edwin McDaniel.

Intercultural Communication: A Reader, 12th Edition, Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel.

Among Cultures: The Challenge of Communication, 2nd Edition, Bradford J. Hall.

Intercultural Communication in Contexts, 5th Edition, Judith Martin and Thomas K. Nakayama.

Proposed Catalog Page

Mass Media Program

The Communication - Mass Media Program leads to the Associate in Arts (A.A.) degree. The Mass Media Program offers students the opportunity to study the form, content, history and issues related to mass media. Students in the Mass Media Program will learn skills necessary to produce basic content for mass media outlets including, print, online, and broadcast. The study of mass media will also develop students' critical thinking skills as they learn how to effectively discuss and analyze how society interacts with mass media.

This Program is primarily designed for students seeking transfer to four-year institutions, although the skills learned in the Program could be used to gain entry-level positions as creators and distributors of mass media content in smaller media organizations. The Mass Media Program is designed to transfer to four-year programs in Mass Media, Journalism, Advertising, Public Relations and Communication.

Program Entry Requirements

The Program is open to interested students. New students are normally required to take the College's placement tests at their time of entry. Students who are identified as needing developmental course work must satisfactorily complete the appropriate English and mathematics courses as a part of their degree program.

Program of Study and Graduation Requirements:

A minimum of 61 credits and a grade point average of 2.0 (C average) are required for graduation

Mass Media Program

Course Number and name	Prerequisite and Co prerequisites	Credits	Gen. Ed. Req.
FIRST SEMESTER			
ENGL 101-English Composition I		3	ENGL 101
MATH 118-Intermediate Algebra or above ¹		3	Math
CIS 103- Applied Computer Technology		3	Tech Comp.
ENGL 114-Introduction to Speech Communication	ENGL 101 which may be taken concurrently	3	
Social Science Elective ²		3	Social Science
SECOND SEMESTER			
ENGL 102-English Composition II	ENGL 101	3	ENGL 102 & Info Lit.
Lab Science		4	Natural Science
ENGL 107-Society and Mass Communications	ENGL 101 which may be taken concurrently	3	
ENGL 115-Public Speaking	ENGL 101 which may be taken concurrently	3	
General Elective ²		3	
THIRD SEMESTER			
ENGL 122- Writing for Mass Media	ENGL 101	3	
Humanities Elective ²		3	Humanities
General Elective ²		3	
PHOT 151-Digital Imaging		3	
Directed Elective ² (Choose one of the following) Engl 112, 117, 118 120, 131,132,137 any 200 level Engl, or Phot 104, 217, or Art 101, 125, 150, 151, or CIS 130, 230	ENGL 101 for ENGL 205, 206, 208, 209, 211, 212, 212, 221, 222, 230, 232, 241, 245, 246, 250, 251, 256, 260, and 271, ENGL 131 for ENGL 132, ENGL 205 for ENGL 210, 280, 281,and 282, ENGL 271 for 272, PHOT 152 for 217, ART 125 and 150 for ART 151, CIS 130 for CIS 230	3	
FOURTH SEMESTER			
ENGL 124-Introduction to Mass Media Design	Engl 107, Phot 151 which may be taken concurrently	3	
General Elective ²		3	
Directed Elective ² (see above list)		3	
Directed Elective ² (see above list)		3	
General Elective ²		3	

GENERAL EDUCATION REQUIREMENTS

All General Education requirements are met through required courses (as indicated above) except for the **Interpretive Studies** requirement, **Writing Intensive** requirement and **American/Global Diversity** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated Interpretive Studies, one course that is designated Writing Intensive, and one course that is designated American/Global Diversity. The same course may be used to fulfill more than one requirement. A list of courses that fulfill these requirements and a more detailed explanation of the College's general education requirements appears elsewhere in this catalog and on www.ccp.edu.

1. To ensure appropriate transfer credit, math courses should be selected with an advisor.
2. General electives and directed electives should be chosen in consultation with an advisor based on student's academic and career goals, as well as specific requirements of transfer institutions.

For More Information Contact:

The Division of Liberal Studies Room BR-21 , 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8431; or the College Information Center (215) 751 8010.

Appendix A

Programs from four and two year schools

From Delaware County Community College:
www.dccc.edu

Theatre Option (THEA), Journalism Option (JOUR) and, Communication Studies Option (COMM)

This curriculum is designed for students who wish to continue academic study in the field of communication including, but not limited to, theatre, journalism, public relations, advertising, interpersonal communication, corporate communication and mass communication. The Communication Arts major at Delaware County Community College blends the theoretical with the practical. Students must choose an option within the major: theatre, journalism or communication studies.

All Communication Arts majors take core courses required for the associate in arts degree as well as for the bachelor of arts degree from most transfer institutions. In addition, students select specialized courses and related electives. When selecting Communication Arts electives, the student should consult four-year transfer institution requirements.

Upon successful completion of this curriculum, students should be able to:

- Apply the basic theory and principles of human communication.
- Communicate effectively using critical thinking and organization.
- Describe the impact of communications practitioners and recognize the moral and ethical responsibilities inherent in the application of communication theory and technology.
- Recognize the varied contributions made by the objective observer and recorder.
- Demonstrate the importance of the artist and the arts to American culture.
- Develop and employ a perspective on the present through the study of ancient and past civilizations and cultures.

All Communication Arts students are required to take the general education course core courses listed below. These courses are necessary for transfer since they form the basis for all Communication Arts degree requirements. In addition, students select 12 credits from those courses required or recommended for the students' chosen option. When carefully chosen, the general humanities, social science, science/math and open electives provide the foundation necessary for success in an advanced transfer program.

General Education Core (60-66 Credits)

ENG 100 English Composition I 3

First Semester (15-17 Credits)

ENG 100 English Composition I 3

COMM 100 Introduction to Interpersonal

ENG 112 English Composition II 3
HIS 130 Western Civilization I 3
HIS 140 Western Civilization II 3
COMM 100 Introduction to
Interpersonal Communication 3
COMM 104 Introduction to Mass
Communication 3

_____ Humanities (*Foreign Language
courses*)

_____ (*strongly recommended*) 12

_____ Science or Mathematics

Electives 9-15

_____ Social Science Electives 6

_____ Open Elective 3

_____ Option Requirements & Option
Electives 12

Communication 3

HIS 130 Western Civilization I 3

_____ Humanities or Foreign Language
Elective 3

_____ Science or Mathematics Elective 3-5

Second Semester (15 Credits)

ENG 112 English Composition II 3

HIS 140 Western Civilization II 3

COMM 104 Introduction to Mass

Communication 3

_____ Open Requirement or Option Elective
3

_____ Humanities or Foreign Language
Elective 3

Third Semester (15-17 Credits)

_____ Option Requirements or Option
Electives 6

_____ Humanities or Foreign Language
Elective 3

_____ Social Science Elective 3

_____ Science or Mathematics Elective 3-5

Fourth Semester (15-17 Credits)

_____ Option Requirements or Option
Elective 3

_____ Humanities or Foreign Language
Elective 3

_____ Social Science Elective 3

_____ Open Elective 3

_____ Science or Mathematics Elective 3-5

Total Hours Required 60-66

II. Journalism Option (JOUR): This Program is intended to prepare students for a career in the print media field. Students contemplating a career in newspaper writing, photojournalism, public relations, and news-writing for the electronic media should elect this Program.

Students select from the following courses to meet the Journalism Option requirements:
12 credits

- ENG 130 Fundamentals of Journalism I (**Required**)
- ENG 131 Fundamentals of Journalism II (**Required**)

- ENG 205 Creative Writing
- ART 160 Black and White Photography I
- ART 161 Black and White Photography II
- ART 162 Black and White Photography III
- ART 166 Black and White Digital Negative
- ART 169 Medium and Large Format Photography
- BUS 231 Principles of Advertising
- COMM 115 Introduction to Public Relations

From Ocean County Community College:

www.ocean.edu

[Degrees and Certificates](#) | [General Information](#) | [Catalog Archive](#)
[Course Descriptions](#) | [Course Schedule](#)

Digital Mass Media--Journalism Program

The A.A. degree in Digital Mass Media offers students the first two years of courses and fieldwork leading to transfer into a baccalaureate program <> and to preparation for a variety of production positions at newspapers and magazines <<(print and online)>>, radio and television stations, <<(and their associated Web sites),>> cable systems, video production companies and other production facilities.<< The program also prepares students for careers as publicity writers for public relations firms, advertising agencies, businesses, and organizations.>> The curriculum gives students hands-on writing, production and programming experience at the College radio station, television station, video editing/post production lab,<< literary magazine,>> and the <>college newspaper.<< Students also gain experience in blogs, podcasts and other new media used by both professional and citizen journalists.>>

Required Courses:

- [COMM151 Media Writing I](#) (3 s.h.)
- [COMM152 Media Writing II](#) (3 s.h.)
- [COMM172 Communication Law](#) (3 s.h.)
- [COMM281 Mass Communications](#) (3 s.h.)
- [CSIT110 Computer Literacy](#) (3 s.h.)
- [COEM284 Broadcast News Production](#) (3 s.h.)
- [COMM154 Fundamentals of Public Speaking](#) (3 s.h.)
- [ENGL151 English I](#) (3 s.h.)
- [ENGL152 English II](#) (3 s.h.)
- [ACAD155 Student Success](#) (3 s.h.)

2 of the following 8 Lab Science Sequence courses are required:

- [BIOL161 General Biology I](#) (4 s.h.)
- [BIOL162 General Biology II](#) (4 s.h.)

- [CHEM181 General Chemistry I](#) (4 s.h.)
- [CHEM182 General Chemistry II](#) (4 s.h.)
- [PHYS171 Physics I](#) (4 s.h.)
- [PHYS172 Physics II](#) (4 s.h.)
- [PHYS181 Astronomy I-The Solar System](#) (4 s.h.)
- [PHYS182 Astronomy II-Stars and Galaxies](#) (4 s.h.)

From Cumberland County College:

www.cccnj.edu

Program Requirements Credits

PROGRAMS OF STUDY •

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Programs of Study Journalism

www.cccnj.edu

This program is designed for students who are planning to pursue a career in writing and/or editing for newspapers or magazines. It is a transfer program that provides the students with the foundation courses and liberal arts background necessary for continuing study in the field of journalism at a four-year college or university. The program will also provide students with enough journalism and writing experience to freelance for local newspapers.

AA programs are primarily designed for students who plan to transfer as juniors at four-year colleges and universities. CCC graduates have obtained bachelor's degrees and beyond from every college in New Jersey and scores of colleges and universities throughout America. Cumberland has transfer agreements with a number of four-year colleges and universities. As a graduate of a fully accredited community college, your coursework will be received with full credit transfer at most state colleges, public and private universities across the country. The NJ Lampitt bill passed in 2008 by the NJ State legislature assures seamless transfer of credits toward junior standing at NJ state colleges and universities.

- CG 105 Desktop Publishing 3
- EN 231 News Writing I 4
- EN 232 News Writing II 4
- EN 241 Publication, Layout & Design 3
- EN 242 Advanced Publication, Layout & Design 3
- General Education Requirements (47 credits)
- EN 101 English Composition I 3
- EN 102 English Composition II 3
- SP 203 Effective Speech 3

- Mathematics Elective 3
 - Mathematics Elective 3
 - Science Elective 4
 - Science Elective 4
 - Social Science Elective 3
 - Social Science Elective 3
 - Humanities (Foreign Language) Elective 3
 - Humanities (Literature) Elective 3
 - Humanities (Literature) Elective 3
 - History Elective 3
 - History Elective 3
 - Diversity Elective 3
- Total Credits 64
(17 credits)
Associate in Arts

Four-year colleges

From Temple University:

www.temple.edu

Temple University/Journalism

Requirements for Bachelor Degree

Core Courses (Required of All Students)

Basic Core – 12 credits

- JOU 1111 Journalism and Society (3)
- JOU 1196 Writing for Journalism(3) (Formerly JOU 1112)
- JOU 1113 Audio-Visual Newsgathering (3)
- JOU 1114 Design for Journalists (3)

Advanced Core – 6 credits

- JOU 2101 Journalism Research (3)
- JOU 3101 Journalism and the Law (3) (Formerly JOU 3196)

Studies Elective – 3 credits CHOOSE ONE

All courses in the 3700 range. 4 or 5 elective courses are offered each semester

- JOU 3702 Race and Racism in the News (3)
- JOU 3703 History of Journalism (3)
- JOU 3704 Ethical Issues in Journalism (3)

JOU 3705 Gender and American Mass Media (3)
JOU 3706 International News Communication (3)
JOU 3707 Visual Communication (3)

Department Capstone – 4 credits

JOU 4196 Multimedia Urban Reporting Lab (MURL) (3)

Liberal Arts Requirements – 21 credits

HIST 1101 US History to 1877 (3)
HIST 1102 US History Since 1877 (3)
POSC 1101 The American Political System (3)
POSC 2102 American State and Local Politics (3)

Choose ONE:

ECON 1001 Introduction to Economics (3)
ECON 1101 Macroeconomic Principles (3)
ECON 1103 Global Economic Issues (3)

Choose ONE:

STAT 2101 Statistical Methods and Concepts (3)
MATH 1013 Elements of Statistics (3)
PSYC 1167 Foundations in Statistical Methods (3)
SOC 1167 Social Statistics (3)

Choose ONE:

SOC 1176 Introduction to Sociology (3)
GUS 1021 Urban Society: Race, Class and Community (3)
GUS 1025 World Urban Patterns

From St. Joe's University:

<http://www.sju.edu/academics/cas/commstudies/curriculum.html>

WELCOME TO COMMUNICATION STUDIES

Requirements

Six courses will satisfy requirements for the minor. To gain solid grounding in the world of communications, all students will take three core courses:

- COM 2001 Communications Theory and Practice
- COM 2011 Ethics in Communications
- COM 2021 Communications Internship (which can also be satisfied with existing internships in the three main disciplines, ART 2961, ENG 2961, MKT 2381 or MKT 2981).

Three additional courses can be chosen from numerous specified options in English, Fine and Performing Arts, and Marketing, as well as from select offerings from History, Linguistics, Philosophy, and Theology.

English Group

- ENG 1221 Rhetoric in Modern Practice
- ENG 2041 Introduction to Journalism
- ENG 2061 Feature Story in Journalism
- ENG 2071 Writing for the World Wide Web
- ENG 2081 Visual Rhetorics
- ENG 2091 Writing for Organizations
- ENG 2101 Seminar in Rhetorical Theory
- ENG 2171 The Art of Editing
- ENG 2191 Screenwriting
- ENG 2241 Ethics of Writing
- ENG 2271 Special Topics in Journalism
- ENG 2281 Special Topics in Communication Studies
- ENG 2931 Special Topics in Writing: Writing New Media
- ENG 2981 Journalism Practicum

Fine and Performing Arts Group

- ART 1731 Digital Photography I
- ART 2711 Digital Photography II
- ART 2731 Digital Photography
- ART 2781 Digital Photography III
- ART 1811 Introduction to Film
- ART 1821 Video Production I
- ART 1831 Asian Cinemas
- ART 1841 European Cinemas
- ART 1851 Emerging Cinemas
- ART 1861 Documentary Cinema
- ART 1871 Major Figures in the Cinema
- ART 1881 Film Theory and Criticism

ART 1891 History and/of Film
ART 2821 Video Production II
ART 2841 Screenwriting I
ART 2851 Documentary Workshop
ART 2861 Professional Video Production Workshop
ART 2871 Directing for the Screen
ART 2881 Screenwriting II
ART 2891 Video Production III

Marketing Group

MKT 2061 Marketing Ethics
MKT 2081 Marketing Communications
MKT 2301 Advertising I
MKT 2311 Advertising II
MKT 2321 Media Management
MKT 2331 Public Relations and Publicity
MKT 2341 Ethical Issues in Advertising

Additional Course Options

History

HIS 2781 Popular Culture in the United States

Linguistics

LIN 2201 Basic Linguistics
LIN 2211 Sociolinguistics
LIN 2351 Language and Culture

Philosophy

PHL 2881 Language and Meaning

Theology

THE 1891 World Religions and Film
THE 2481 Technology, Society, and Christian Ethics
THE 2561 Christianity and Media
THE 2641 Methods in Theology and Cinema

From Drexel University:

https://duapp1.drexel.edu/webplanofstudy/plan.asp?plan_id=126

Recommended Plan Of Study

BA Communication
5 YR UG Co-op Concentration /Global Journalism

Term 1		Credits
COM 101	Human Communication	3.0
ENGL 101	Expository Writing and Reading	3.0
SOC 101	Introduction to Sociology	3.0
UNIV 101	The Drexel Experience	1.0
	Foreign language course	4.0
Term Credits		14.0
Term 2		Credits
COM 150	Mass Media and Society	3.0
ENGL 102	Persuasive Writing and Reading	3.0
UNIV 101	The Drexel Experience	1.0
	Foreign language course	4.0
	Math elective	3.0-4.0
Term Credits		14.0-15.0
Term 3		Credits
COM 210	Theory and Models of Communication	3.0
ENGL 103	Analytical Writing and Reading	3.0
ANTH 110	The Human Past	3.0
or		
ANTH 101	Introduction to Cultural Diversity	3.0
	Foreign language course	4.0
	Math elective	3.0-4.0
Term Credits		16.0-17.0
Term 4		Credits
COM 220	Introduction to Communication Research	3.0
LING 102	Language and Society	3.0
or		
LING 101	Introduction to Linguistics	3.0
	Culture elective (Any course with SOC, ANTH or CJ rubric: at least 1 must be 200-level or higher)	3.0
	Humanities/Fine Arts elective	3.0
	Science elective (See degree requirements)	3.0
	Social and Behavioral Sciences elective	3.0
Term Credits		18.0
Term 5		Credits
COM 230	Techniques of Speaking	3.0
COM 240	New Technologies In Communication	3.0
COM 260	Fundamentals of Journalism	3.0
SOC 260	Classical Social Theory	3.0
	Science elective (See degree requirements)	3.0-4.0
Term Credits		15.0-16.0
Term 6		Credits

COM 360 International Communication	3.0
SOC 250 Research Methods I	3.0
COM 345 Intercultural Communication	3.0
or	
ANTH 312 Approaches to Intercultural Behavior	3.0
Culture elective (Any course with SOC, ANTH or CJ rubric: at least 1 must be 200-level or higher)	3.0
Humanities/Fine Arts elective	3.0
International studies elective	3.0
Term Credits	18.0

Credits

Term 7	
COM 280 Public Relations	3.0
COM 300 On-line Journalism	3.0
Diversity studies elective	3.0
Free elective	3.0
Social and Behavioral Sciences elective	3.0
Term Credits	15.0

Credits

Term 8	
SOC 364 Computer-Assisted Data Analysis I	3.0
BLAW 340 International Business Law	4.0
or	
COM 361 International Public Relations	3.0
or	
SOC 340 Globalization	3.0
or	
PSCI 150 International Politics	4.0
or	
IAS 359 Culture & Values	3.0
Culture elective (Any course with SOC, ANTH or CJ rubric: at least 1 must be 200-level or higher)	3.0
Social and Behavioral Sciences elective	3.0
Term Credits	13.0

Credits

Term 9	
COM 315 Advanced Journalism	3.0
COM 360 International Communication	3.0
Communication elective (Any COM or LING course at 200-level or higher)	3.0
Humanities/Fine Arts elective	3.0
International studies elective	3.0
Term Credits	15.0

Credits

Term 10	
COM 365 Journalists, the Courts, and the Law	3.0
COM 380 Special Topics in Communication Theory	3.0
COM 390 Global Journalism	3.0
Communication elective (Any COM or LING	3.0

course at 200-level or higher)	
Free elective	3.0
Term Credits	15.0

		Credits
Term 11		
COM 400	Seminar in Communication	3.0
COM 491	Senior Project in Communication I	3.0
PHIL 305	Communication Ethics	3.0
Free electives		6.0
Term Credits		15.0

		Credits
Term 12		
ANTH 410	Cultural Theory	3.0
COM 492	Senior Project in Communication II	3.0
Free electives		12.0
Term Credits		18.0
Total Credits (minimum)		186.0-189.0

From Rutgers University:

<http://www.rutgers.edu/academics/undergraduate-education>
Journalism and Media Studies Major

Program Details

- [Program Information >>](#)
- [Degree Requirements >>](#)
- [Scholarships and Awards >>](#)
- [Internship Program >>](#)
- [Honors Program >>](#)
- [Student Organizations >>](#)
- [Courses >>](#)
- [Selected Student Profiles >>](#)

Degree Requirements

Admission to the Major

To become a Journalism and Media Studies major, you must be first be admitted to the School of Communication and Information (SC&I). In order to apply to the major you must:

1. Have completed Expository Writing or an equivalent course or placement with a grade of C or better,
2. Have completed at least 15 credits at Rutgers, or at least 15 transfer credits to Rutgers, with at least a 2.0 Grade Point Average, and
3. Have completed with a grade of C or better, or be currently enrolled in, 04:189:102 - Introduction to Media Systems and Processes. *(Beginning with applications submitted during Fall 2009, you will be required to have completed 04:189:102 before applying to SC&I.)*

If you apply and are admitted to the JMS major while enrolled in 102, you must earn a grade of C or better in the course to remain in the major after the end of the semester. If you do not earn a grade of C or better, you are allowed to re-take the course one time. Students who earn a D or F in 102 and who were admitted to the major and pre-registered for the following term, will be de-registered from any courses that list 102 as a prerequisite.

SC&I accepts applications to majors in the fall, spring, and summer terms.

Details about deadlines and application forms are available on this website; use the link to the right or go directly to <http://comminfo.rutgers.edu/apply>.

Degree Requirements

Journalism and Media Studies majors are required to take 30 credits within the department. In addition, SC&I has an interdisciplinary requirement of 3 credits for all of the school's majors.

A second major is viewed as highly advantageous for students preparing for a career in the mass media. We strongly encourage you to pursue a double major, or at least a minor. Students are not allowed to double major in either Communication or Information Technology and Informatics, the two other SC&I undergraduate majors.

The 30-credit major demands that students carefully formulate their program of coursework. Students should consult an adviser for guidance at least once a year.

ATTENTION TRANSFER STUDENTS: No more than six (6) transfer credits (2 courses) will be accepted toward the major; maximum one course each from the skills and conceptual areas.

SC&I Interdisciplinary Requirement

JMS majors must complete either *04:189:101 Introduction to Communication and Information* or *04:189:103 Information Technology and Informatics* to fulfill the 3 credit interdisciplinary requirement of the school. The course must be taken before the senior year. These credits are not part of the major, but are a requirement of the school for all majors.

Core Requirements of the Major

All student majors are required to complete the courses listed below with a grade of "C" or better in each course. The core curriculum consists of the following 9 credits:

1. 04:567:324 *News Writing and Reporting*
2. 04:567:310 *Broadcast News Writing*
or
04:567:325 *Writing & Reporting for the Print Media*
3. Complete the core requirements with 04:567:480 *Media Ethics and Law*

Conceptual Requirements

Students must take at least two conceptual courses, for a total of six credits. See the list of courses below to review which courses meet this requirement.

Elective Requirements

The other 15 credits for the JMS major may include any journalism (567) courses you wish to take.

Overview of Courses for the Major

To view descriptions of each course, go to

http://comminfo.rutgers.edu/component/option,com_courses/task,listing/sch,04/cur,567/Itemid,54/

Conceptual Courses

04:567:274	Consumer Media Culture
04:567:278	Mass Media and Government
04: 567:330	Exploring New Media
04: 567:334	Gender, Race, and Class in the Media
04: 567:335	Mass Communication and the American Image

04: 567:350 Development of Mass Media
 04: 567:370 Images of Journalism in American Film
 04: 567:379 Media and Politics
 04: 567:410 Media Criticism
 04:567:420 Global News
 04: 567:423 Communication Law
 04: 567:458 Media, Government and Politics
 04: 567:459 Media, Democracy, and the Public
 04:567:460 News, Film, and Politics
 04: 567:464 Mass Media Management
 04: 567:470 Critical Analyses of the News
 04: 567:473 Seminar in Journalism and Media Studies
 04: 567:475 International Media
 04: 567:480 Media Ethics and Law *
 04: 567:490 Honors Seminar in Journalism/Media Studies

Practical, Skills Courses

04: 567:310 Broadcast News Writing
 04: 567:314 Photojournalism
 04: 567:320 Editing and Design
 04: 567:324 News Reporting and Writing
 04: 567:325 Writing for the Print Media
 04: 567:326 Advanced Reporting
 04: 567:327 Public Information and Public Relations
 04: 567:340 Science and Health Journalism
 04: 567:345 Media Publishing and Design
 04: 567:347 Information Design for Web Journalists
 04: 567:375 Television Reporting
 04: 567:376 Advanced Television Reporting
 04: 567:410 Magazine Writing
 04: 567:465 TV Programming Strategies
 04: 567:473 Special Topics: Environmental Journalism** *
 04: 567:495 Investigative and In-Depth Reporting

* Required course, but doesn't count towards 2 course prerequisite needed to graduate.

** Temporarily being taught under this course number.

Appendix B

Survey for Students in the Communication Arts Program—Speech Option

1. Our records show that you are in CCP's Communication Arts Program—Speech Option. Is that correct?

16 Yes. **5** No.

•If no, what is your correct program? **1 RTF, 1 Med Asst, 1 ECE, 1 Engineering, 1 Nursing.**

You may ignore the remaining questions and return this survey.

•If yes, please answer the remaining questions.

2. Did the Speech Option affect your decision to enroll at CCP?

7 Yes. **9** No.

3. Would you recommend the Speech Option to other students at CCP?

15 Yes. **1** No.

Why or why not? Explain briefly.

13 Yes answers gave an explanation:

--It is help you a lot to grown your self confidence.

--I will do that because CCP has the curriculum that is tailored towards bringing the student to the time right in his career.

--Excellent program covers all aspects of speech.

--Speech is vital to the real world.

--The professors are very helpful. The program coincides with the program at the school I want to transfer to.

--It was a good program with well-taught courses. It helped a deal with being nervous and build confidence.

--I took Eng 115 in the spring and I really enjoyed the class and would highly recommend it.

--It helps you speak to others better.

--Mainly because of the English teachers. CCP has some of the best professors in their English Department. Ms Kerry Arnold, LSW and Dr. Jerry McDade, to name a few.

--I think it is a good opportunity.

--The fact that it works out as far as requirement for Dual Admissions.

--I think this program gives a good overview and prepares students to move on to their bachelor studies.

--Yes because I believe the speech program has a lot to offer to new students.

1 No answer:

--Because some students may prefer a different major.

4. If given the choice, would you enroll in the Communications Arts—Speech Option or a more general Mass Media Program (journalism, radio, theater, film, etc.). Explain briefly.

5 Speech Option. **11** More general Mass Media Program.

--Of the 16 respondents, 14 gave an explanation:

--Of the 14, 11 expressed the idea (in varied ways) that it would give them more flexibility.

--Of the 14, 5 said it would fit in with their career better.

5. Are you planning to transfer to a four-year university?

14 Yes. **2** No.

6. If so, what major do you expect to pursue there?

5 Communications /Communication Arts

1 Film

3 Journalism

5 Speech

7. What are your long-term career goals?

2 Broadcaster

1 Businessman

1 Clergy

4 Journalist

3 Teacher/professor

3 Undecided

1 Blank

Please return this survey in the stamped self-addressed envelope.

Appendix C
Correspondence from four-year schools

From Temple:
Hi Todd,

In follow-up to our discussion of this request last week I requested evaluations of the two proposed courses Writing for Mass Media and Intro to Mass Media Design. Again, please extend my apologies for the delay as I had not realized the initial request was looking for evaluations of these individual courses in addition to general transferability of the proposed curriculum.

The first course, Writing for Mass Media, the department believes to be equivalent to our JOUR1196, Writing for Journalism. The Journalism department did note JOUR 1196 does not cover PR and advertising none the less there is not a better fit in a different department.

The department believes the second course, Intro to Mass Media Design, is closest to our JOUR 1114 Design for Journalists. However, to determine an equivalency the department would like to review the final syllabus once the course is approved and have more information regarding the extent to which Audio and Video is a focus of the course. Audio and video is handled in a separate course - JOUR 1113 Audio/video newsgathering and possibly that is a closer match.

In both cases the department would review the syllabi once the courses are approved to affirm the equivalencies before being updated in our A9 tables.

In regards to the viability/transferability of the curriculum as a whole, as I noted on the phone since there are several general electives this program is potentially a very good transfer option if courses selected for the electives are chosen to align with degree requirements at Temple. If a student selects courses for the electives that would not align with requirements this would no longer be the case.

I hope this information is helpful.

Regards,
Jason

Jason Gasper-Hulvat
Coordinator for Transfer and Articulation
Office of the Senior Vice Provost for Undergraduate Studies
500 Conwell Hall (038-23)
215-204-7596
jasongh@temple.

From Arcadia:

Nate,

Collene Pernicello, the director of admissions at Arcadia, left me a voice mail which said that she assumes the curriculum is transferable as long as students earn at least a 'C' in courses. In terms of the two new courses, she said that they most likely would be major electives. She is checking with the university registrar to see if he has comments and will try to let me know before 11/10.

Todd

Todd Jones

Counselor, Transfer Specialist
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
215-751-8177
215-972-6294—fax

From St. Joe's

Hi Todd,

Welcome back! I apologize for not responding to this sooner. Based on our current guides all of the courses would be appropriate to transfer as an elective or general education requirement with earned grades of "C" or better. SJU- College of Professional & Liberal Studies (formerly University College) is in the process of developing a concentration within our general studies degree for digital media and film. This curriculum looks to be a nice fit for this.

Please let me know, if you need more specifics than what I have provided. I look forward on catching up with you regarding articulation soon.

Take care,

Liz Woodward

Director of Admission
College of Professional & Liberal Studies (formerly University College)
Saint Joseph's University
5600 City Avenue
Philadelphia, PA 19131
Phone: 610-660-1265
Fax: 610-660-1264

Appendix D Curriculum Map

Mass Media Program Curriculum Map

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected

Courses	Intended Student Learning Outcomes					
	Demonstrate an understanding of the history, theories and practical applications of mass media.	Demonstrate an understanding of the theories and principles of communication in various contexts.	Display basic proficiency in writing for mass media.	Display basic proficiency in the production of mass media.	Be able to adapt as professionals in the rapidly changing field of mass media.	Be able to explain the legal and ethical issues of communication and of creating and distributing information through the mass media
ENGL 107 - Society and Mass Media	I, R, A	I, R	I	I	I, R	I,R,A
ENGL 114 - Intro to Speech Comm	I	I,A				I
ENGL 115 - Public Speaking		I, R, A				I
ENGL 122-Writing for Mass Media	I,R,A	I, R, A	I,R,A	R	I,R,A	I,R,A
ENGL 124-Intro to Mass Media Design	I, R, A	I, R, A	R	I,R,A	I,R,A	I,R,A
Phot 151				I,R,A	I,R,A	

Appendix E

Occupational Data from Economic Modeling Specialists Inc.
Community College of Philadelphia

1700 Spring Garden Street
Philadelphia, Pennsylvania 19130
215.751.8350

Occupation Report





Region Info

Region: Phila area

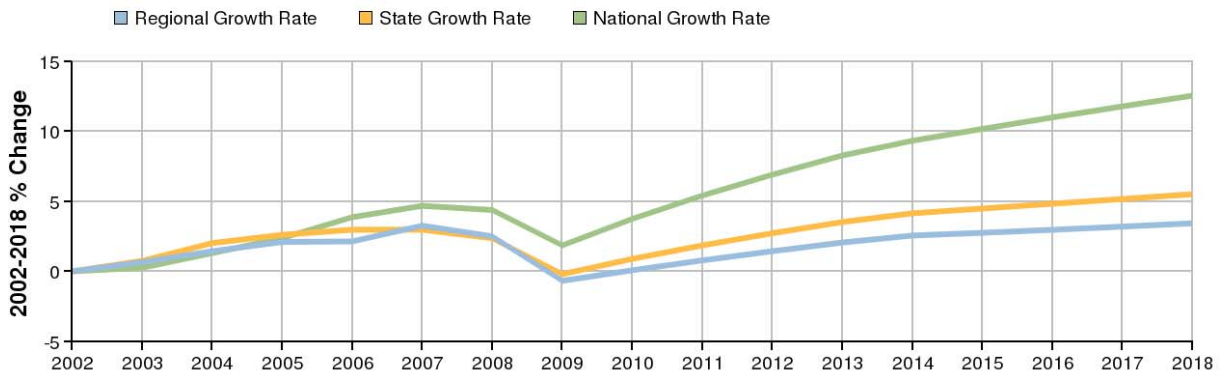
County Areas: Bucks, Pennsylvania (42017), Delaware, Pennsylvania (42045), Montgomery, Pennsylvania (42091), Philadelphia, Pennsylvania (42101)

Executive Summary

Selected Occupations	Education Level
Radio and television announcers (SOC 27-3011)	Long-term on-the-job training
Broadcast news analysts (SOC 27-3021)	Degree plus work experience
Reporters and correspondents (SOC 27-3022)	Degree plus work experience
Public relations specialists (SOC 27-3031)	Bachelor's degree
Editors (SOC 27-3041)	Bachelor's degree

Basic Information	
2002 Occupational Jobs	8,202
2018 Occupational Jobs	8,484
Total Change	282
Total % Change	3.44%
Current Median Hourly Earnings	\$22.26

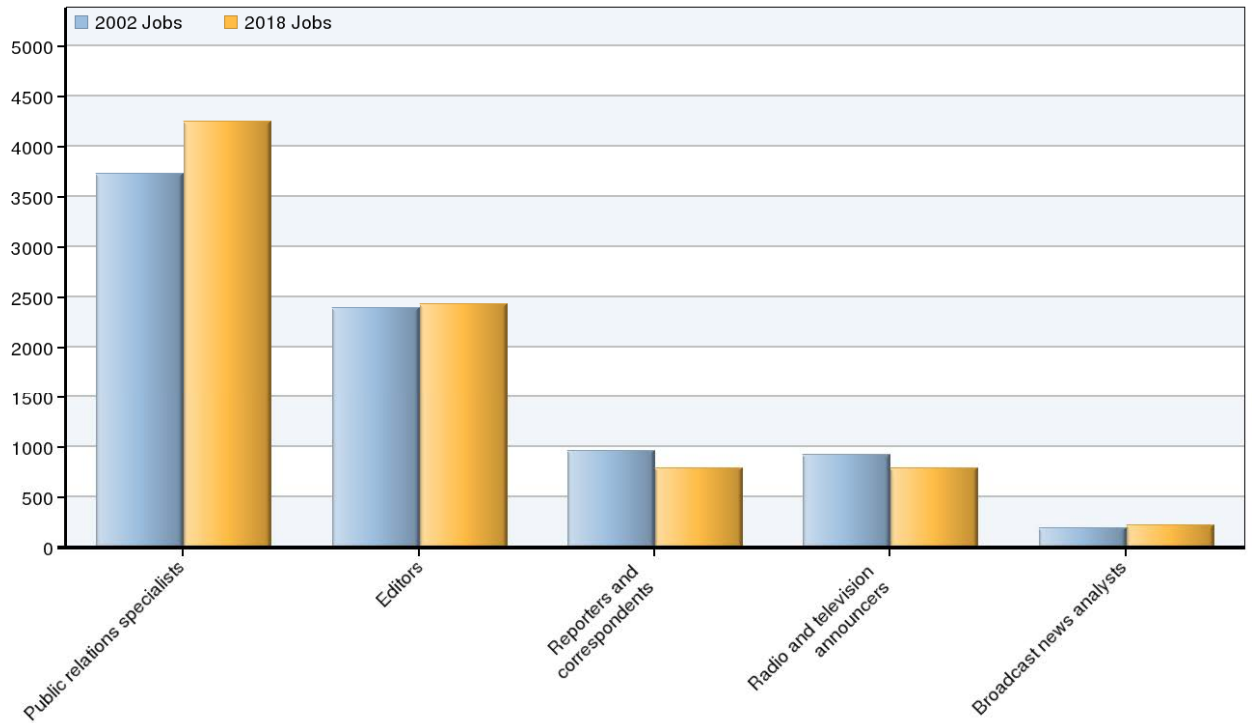
Occupational Change Summary



Region	2002 Jobs	2018 Jobs	Change	% Change	Current Median Hourly Earnings
Regional Total	8,202	8,484	282	3%	\$22.26
State Total	23,447	24,738	1,291	6%	\$19.39
National Total	562,805	633,417	70,612	13%	\$19.73

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

Occupational Breakdown



SOC Code	Description	2002 Jobs	2018 Jobs	Current Median Hourly Earnings
27-3031	Public relations specialists	3,729	4,249	\$25.37
27-3041	Editors	2,398	2,435	\$20.39
27-3022	Reporters and correspondents	964	786	\$20.17
27-3011	Radio and television announcers	923	793	\$16.13
27-3021	Broadcast news analysts	188	221	\$16.97
	Total	8,202	8,484	\$22.26

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

Data Sources and Calculations

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

State Data Sources

This report uses state data from the following agencies: Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis.

Information from the Occupational Outlook Handbook

News Analysts, Reporters, and Correspondents

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- [Training, Other Qualifications, and Advancement](#)
- [Employment](#)
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Significant Points

- Competition will be keen for jobs at large metropolitan and national newspapers, broadcast stations, and magazines; small publications and broadcast stations and online newspapers and magazines should provide the best opportunities.
- Most employers prefer individuals with a bachelor's degree in journalism or mass communications and experience gained at school newspapers or broadcasting stations or through internships with news organizations.
- Jobs often involve long, irregular hours and pressure to meet deadlines.

Nature of the Work

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News analysts, reporters, and correspondents gather information, prepare stories, and make broadcasts that inform us about local, State, national, and international events; present points of view on current issues; and report on the actions of public officials, corporate executives, interest groups, and others who exercise power.

News analysts—also called *newscasters* or *news anchors*—examine, interpret, and broadcast news received from various sources. News anchors present news stories and introduce videotaped news or live transmissions from on-the-scene reporters. *News correspondents* report on news occurring in the large U.S. and foreign cities where they are stationed.

In covering a story, *reporters* investigate leads and news tips, look at documents, observe events at the scene, and interview people. Reporters take notes and also may take photographs or shoot videos. At their office, they organize the material, determine the focus or emphasis, write their stories, and edit accompanying video material. Many reporters enter information or write stories using laptop computers and electronically submit the material to their offices from remote locations. In some cases, *newswriters* write a story from information collected and submitted by reporters. Radio and television reporters often compose stories and report “live” from the scene. At times, they later tape an introduction to or commentary on their story in the studio. Some journalists also interpret the news or offer opinions to readers, viewers, or listeners. In this role, they are called *commentators* or *columnists*.

Newscasters at large stations and networks usually specialize in a particular type of news, such as sports or weather. *Weathercasters*, also called weather reporters, report current and forecasted weather conditions. They gather information from national satellite weather services, wire services, and local and regional weather bureaus. Some weathercasters are trained meteorologists and can develop their own weather forecasts. (See the statement on [atmospheric scientists](#) elsewhere in the *Handbook*.)

Sportscasters select, write, and deliver sports news. This may include interviews with sports personalities and coverage of games and other sporting events.

General-assignment reporters write about newsworthy occurrences—such as accidents, political rallies, visits of celebrities, or business closings—as assigned. Large newspapers and radio and television stations assign reporters to gather news about specific topics, such as crime or education. Some reporters specialize in fields such as health, politics, foreign affairs, sports, theater, consumer affairs, social events, science, business, or religion. Investigative reporters cover stories that may take many days or weeks of information gathering.

Some publications use teams of reporters instead of assigning each reporter one specific topic, allowing reporters to cover a greater variety of stories. News teams may include reporters, editors, graphic artists, and photographers working together to complete a story.

Reporters on small publications cover all aspects of the news. They take photographs, write headlines, lay out pages, edit wire-service stories, and write editorials. Some also solicit advertisements, sell subscriptions, and perform general office work.

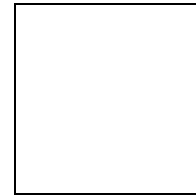
Work environment. The work of news analysts, reporters, and correspondents is usually hectic. They are under great pressure to meet deadlines. Broadcasts sometimes are aired with little or no time for preparation. Some news analysts, reporters, and correspondents work in comfortable, private offices; others work in large rooms filled with the sound of keyboards and computer printers, as well as the voices of other reporters. Curious onlookers, police, or other emergency workers can distract those reporting from the scene for radio and television. Covering wars, political uprisings, fires, floods, and similar events is often dangerous.

Working hours vary. Reporters on morning papers often work from late afternoon until midnight. Radio and television reporters usually are assigned to a day or evening shift. Magazine reporters usually work during the day.

Reporters sometimes have to change their work hours to meet a deadline or to follow late-breaking developments. Their work demands long hours, irregular schedules, and some travel. Because many stations and networks are on the air 24 hours a day, newscasters can expect to work unusual hours.

Training, Other Qualifications, and Advancement

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Most employers prefer individuals with a bachelor's degree in journalism or mass communications, but some hire graduates with other majors. They look for experience at school newspapers or broadcasting stations, and internships with news organizations. Large-city newspapers and stations also may prefer candidates with a degree in a subject-matter specialty such as economics, political science, or business. Some large newspapers and broadcasters may hire only experienced reporters.

Education and training. More than 1,500 institutions offer programs in communications, journalism, and related programs. In 2007, 109 of these were accredited by the Accrediting Council on Education in Journalism and Mass Communications. Most of the courses in a typical curriculum are in liberal arts; the remaining courses are in journalism. Examples of journalism courses are introductory mass media, basic reporting and copy editing, history of journalism, and press law and ethics. Students planning a career in broadcasting take courses in radio and television news and production. Those planning newspaper or magazine careers usually specialize in news-editorial journalism. To create stories for online media, they need to learn to use computer software to combine online story text with audio and video elements and graphics.

Some schools also offer a master's or Ph.D. degree in journalism. Some graduate programs are intended primarily as preparation for news careers, while others prepare journalism teachers, researchers and theorists, and advertising and public relations workers. A graduate degree may help those looking to advance more quickly.

High school courses in English, journalism, and social studies provide a good foundation for college programs. Useful college liberal arts courses include English with an emphasis on writing, sociology, political science, economics, history, and psychology. Courses in computer science, business, and speech are useful as well. Fluency in a foreign language is necessary in some jobs.

Employers report that practical experience is the most important part of education and training. Upon graduation many students already have gained much practical experience through part-time or summer jobs or through internships with news organizations. Most newspapers, magazines, and broadcast news organizations offer reporting and editing internships. Work on high school and college newspapers, at broadcasting stations, or on community papers or U.S. Armed Forces publications also provides practical training. In addition, journalism scholarships, fellowships, and assistantships awarded to college journalism students by universities, newspapers, foundations, and professional organizations are helpful. Experience as a stringer or freelancer—a part-time reporter who is paid only for stories printed—is advantageous.

Other qualifications. Reporters typically need more than good word-processing skills. Computer graphics and desktop-publishing skills also are useful. Computer-assisted reporting involves the use of computers to analyze data in search of a story. This technique and the interpretation of the results require computer skills and familiarity with databases. Knowledge of news photography also is valuable for entry-level positions, which sometimes

combine the responsibilities of a reporter with those of a camera operator or photographer.

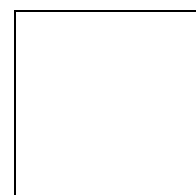
Reporters should be dedicated to providing accurate and impartial news. Accuracy is important, both to serve the public and because untrue or libelous statements can lead to lawsuits. A nose for news, persistence, initiative, poise, resourcefulness, a good memory, and physical stamina are important, as is the emotional stability to deal with pressing deadlines, irregular hours, and dangerous assignments. Broadcast reporters and news analysts must be comfortable on camera. All reporters must be at ease in unfamiliar places and with a variety of people. Positions involving on-air work require a pleasant voice and appearance.

Advancement. Most reporters start at small publications or broadcast stations as general assignment reporters or copy editors. They are usually assigned to cover court proceedings and civic and club meetings, summarize speeches, and write obituaries. With experience, they report more difficult assignments or specialize in a particular field. Large publications and stations hire few recent graduates; as a rule, they require new reporters to have several years of experience.

Some news analysts and reporters can advance by moving to larger newspapers or stations. A few experienced reporters become columnists, correspondents, writers, announcers, or public relations specialists. Others become editors in print journalism or program managers in broadcast journalism, who supervise reporters. Some eventually become broadcasting or publishing industry managers.

Employment

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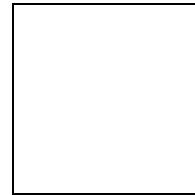
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News analysts, reporters, and correspondents held about 67,000 jobs in 2006. About 59 percent worked for newspaper, periodical, book, and directory publishers. Another 23 percent worked in radio and television broadcasting. About 11 percent of news analysts, reporters, and correspondents were self-employed (freelancers or stringers).

Job Outlook

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There is expected to be little or no change in employment through 2016. Competition will continue to be keen for jobs on large metropolitan and national newspapers, broadcast stations and networks, and magazines. Small broadcast stations and publications and online newspapers and magazines should provide the best opportunities. Talented writers who can handle highly specialized scientific or technical subjects will have an advantage.

Employment change. Employment of news analysts, reporters, and correspondents is expected to grow 2 percent between 2006 and 2016, which is considered to be [little or no change in employment](#). Many factors will contribute to the limited job growth in this occupation. Consolidation and convergence should continue in the publishing and broadcasting industries. As a result, companies will be better able to allocate their news analysts, reporters, and correspondents to cover news stories. Constantly improving technology also is allowing workers to do their jobs more efficiently, another factor that will limit the number of workers needed to cover a story or certain type of news. However, the continued demand for news will create some job opportunities. Job openings also will result from the need to replace workers who leave their occupations permanently; some news analysts, reporters,

and correspondents find the work too stressful and hectic or do not like the lifestyle, and transfer to other occupations.

Job prospects. Competition will continue to be [keen](#) for jobs on large metropolitan and national newspapers, broadcast stations and networks, and magazines. Job opportunities will be best for applicants in the expanding world of new media, such as online newspapers or magazines. Small, local papers and news stations also will provide greater job prospects for potential reporters and news analysts. For beginning newspaper reporters, freelancing will supply more opportunities for employment as well. Students with a background in journalism as well as another specific subject matter, such as politics, economics, or biology, will have an advantage over those without additional background knowledge.

Journalism graduates have the background for work in closely related fields such as advertising and public relations, and many take jobs in these fields. Other graduates accept sales, managerial, or other nonmedia positions.

The number of job openings in the newspaper and broadcasting industries—in which news analysts, reporters, and correspondents are employed—is sensitive to economic upswings and downturns because these industries depend on advertising revenue.

Projections Data

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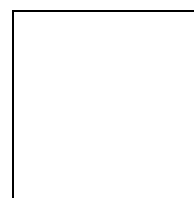
Projections data from the National Employment Matrix

Occupational title	SOC Code	Employment, 2006	Projected employment, 2016	Change, 2006-16		Detailed statistics	
				Number	Percent		
News analysts, reporters and correspondents	27-3020	67,000	68,000	1,200	2	PDF	zipped XLS
Broadcast news analysts	27-3021	7,700	8,200	500	6	PDF	zipped XLS
Reporters and correspondents	27-3022	59,000	60,000	700	1	PDF	zipped XLS

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on [Occupational Information Included in the Handbook](#).

Earnings

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Salaries for news analysts, reporters, and correspondents vary widely. Median annual earnings of reporters and correspondents were \$33,470 in May 2006. The middle 50 percent earned between \$24,370 and \$51,700. The lowest 10 percent earned less than \$19,180, and the highest 10 percent earned more than \$73,880. Median annual earnings of reporters and correspondents were \$31,690 in newspaper, periodical, book, and directory publishing, and \$38,050 in radio and television broadcasting.

Median annual earnings of broadcast news analysts were \$46,710 in May 2006. The middle 50 percent earned between \$30,080 and \$83,370. The

lowest 10 percent earned less than \$22,430, and the highest 10 percent earned more than \$145,600. Median annual earnings of broadcast news analysts were \$48,790 in radio and television broadcasting.

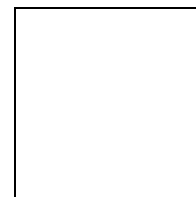
For the latest wage information:

The above wage data are from the [Occupational Employment Statistics](#) (OES) survey program, unless otherwise noted. For the latest National, State, and local earnings data, visit the following pages:

- [Broadcast news analysts](#)
- [Reporters and correspondents](#)

Related Occupations

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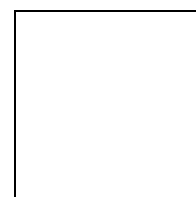
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News analysts, reporters, and correspondents must write clearly and effectively to succeed in their profession. Others for whom good writing ability is essential include [writers and editors](#) and [public relations specialists](#). Many news analysts, reporters, and correspondents also must communicate information orally. Others for whom oral communication skills are important are [announcers](#), [interpreters and translators](#), those in [sales and related occupations](#), and [teachers](#).

Sources of Additional Information

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Disclaimer:

Links to non-BLS Internet sites are provided for your convenience and do not constitute an endorsement.

For information on broadcasting education and scholarship resources, contact:

- National Association of Broadcasters, 1771 N St. NW., Washington, DC 20036. Internet: <http://www.nab.org>

Information on careers in journalism, colleges and universities offering degree programs in journalism or communications, and journalism scholarships and internships may be obtained from:

- Dow Jones Newspaper Fund, Inc., P.O. Box 300, Princeton, NJ 08543-0300.

Information on union wage rates for newspaper and magazine reporters is available from:

- Newspaper Guild, Research and Information Department, 501 Third St. NW., Suite 250, Washington, DC 20001.

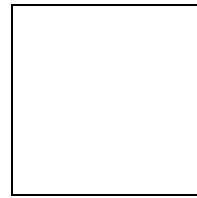
For a list of schools with accredited programs in journalism and mass communications, send a stamped, self-addressed envelope to:

- Accrediting Council on Education in Journalism and Mass Communications, University of Kansas School of Journalism and Mass Communications, Stauffer-Flint Hall, 1435 Jayhawk Blvd., Lawrence, KS 66045. Internet: <http://www.ku.edu/~acejmc/STUDENT/STUDENT.SHTML>

Names and locations of newspapers and a list of schools and departments of journalism are published in the *Editor and Publisher International Year Book*, available in most public libraries and newspaper offices.

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Suggested citation: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2008-09 Edition*, News Analysts, Reporters, and Correspondents, on the Internet at <http://www.bls.gov/oco/ocos088.htm> (visited August 04, 2009).

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