

STUDENT LEARNING OUTCOMES

J372 Diversity and the Media

Prerequisite:

Completion of lower-division writing requirement

Course Requirement:

Writing assignments totaling a minimum of 2500 words

Journalism Majors: Upper-division electives

Non-Majors: Designated General Education (GE) Subject Exploration Information Competence (IC) and Writing Intensive (WI) Requirements

Journalism Department Program Learning Outcomes

Journalism Mission

The Department of Journalism strives to prepare its students to become well-educated, principled citizens who are capable of initiating careers as skilled journalists, public relations practitioners and other related communication professionals.

Program Learning Outcomes

- Students will be able to report and write for diverse publics, using proper grammar and punctuation, word usage and spelling, sentence and storytelling structures across multiple journalistic formats.
- Students will be able to gather and analyze information, including basic numerical concepts, using reporting techniques, such as interviewing, observation, and researching primary and secondary sources.
- Students will be able to think critically, creatively and independently.
- Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
- Students will apply tools and technologies appropriate for the news media professions in which they work to communicate for and with diverse publics.
- Students will be able to understand and apply the historical, theoretical, legal and societal contexts for producing and consuming news media for consumers, from local to global publics.

Non-Majors: J372 Diversity and the Media

General Education (GE): Comparative Cultural Studies/Gender, Race, Class, Ethnicity Studies and Foreign Languages

Goal: Students will understand the diversity and multiplicity of cultural forces that shape the world through the study of cultures, gender, sexuality, race, religion, class, ethnicities and languages with special focus on the contributions, differences and global perspectives of diverse cultures and societies.

GE Student Learning Outcomes:

1. Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.
2. Analyze and explain the deleterious impact and privileges sustained by racism, sexism, ethnocentrism, classism, homophobia, religious intolerance or stereotyping on all sectors of society.

Information Competency (IC) Subject Exploration:

Students will progressively acquire information competence skills by developing an understanding of information retrieval tools and practices as well as improving their ability to evaluate and synthesize information ethically.

IC Student Learning Outcomes. Students will:

1. Determine the nature and extent of information needed;
2. Demonstrate effective search strategies for finding information using a variety of courses and methods;
3. Locate, retrieve, and evaluate a variety of relevant information including print and electronic formats;
4. Organize and synthesize information in order to communicate effectively;
5. Explain the legal and ethical dimensions of the use of information.

Writing Intensive (WI) Upper-division GE course:

Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts. Writing intensive courses will build upon the skills gained in the Analytical Reading and Expository Writing section of Basic Skills. In each WI course students will be required to complete writing assignments totaling a minimum of 2500 words.

WI Student Learning Outcomes. Students will:

1. Develop and clearly define their ideas through writing;
2. Ethically integrate sources of various kinds into their writing;
3. Compose texts through drafting, revising, and completing a finished product;
4. Express themselves through their writing by posing questions, making original claims, and coherently structuring complex ideas;
5. Revise their writing for greater cogency and clarity;
6. Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc.) where appropriate.

For further information: <http://catalog.csun.edu/general-education/>