

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: October 31, 2025

Department: Communication

College of: **Arts & Sciences**

Contact Person: Ken Ward

Create New, Revise, Inactivate, or Reactivate: **Revision**

Course #: **335**

Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the New course or Changes to existing:

Revision serves three purposes: 1. it opens the course to opportunities for interdisciplinary collaboration and certificates; 2. it aligns the course with department's vision for the emphasis; 3. it focuses the course on skills that better serve graduates entering modern news environments

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

☐ Yes

☒ No

3. Is this course to be considered for General Education?

If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.

☐ Yes

☒ No

4. Will this course be required of any education majors?

If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.

☐ Yes

☒ No

5. Will additional resources or costs be required?

☐ Yes

☒ No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
 If "yes," complete the *Course Fee Form* on the *Faculty Senate website*, it will need to gain approval of the *President's Council*.

☐ Yes ☒ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:	Feature and Opinion Writing	Journalistic Storytelling
Course Number:	335	335
Credits:	3	3
Grading System:	A-F, IN	A-F, IN
Pre/Co-Requisite(s):	COMM 225 Reporting or permission of instructor	COMM 225 Reporting and COMM 276 Photojournalism I or permission of instructor
Course Description:	The process of researching and writing in-depth stories and analytical opinion pieces focusing on issues, trends and people.	The process of researching and writing in-depth stories on newsworthy topics for multimedia publication.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>

Required fields completed.
Syllabus attached for new courses
Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 11/7/25

Signature, Chair/Director: Fred J. Cornman

-Approved: College Curriculum Committee

Date: 12/2/25

Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 12/2/25

Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: _____

Signature, Committee Chair: _____

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

Assessment Strategies—COMM 335, Journalistic Storytelling

Exams

It is not expected that high-value exams will be used for assessment in this skills-oriented course.

Projects

In addition to smaller, skill-specific assessments as well as reading quizzes, students will complete four in-depth reporting projects. In each, students will work through a process of research and fact-collection, drafting, critique, and revision. Reporting projects will include requirements for accompanying photos.

Rubric

Reporting projects will generally be graded according to a modified version of the university's writing rubric:

	Exceeds Expectations	Meets Expectations	Falls Below Expectations	No Credit
Focus	The focus is clear. All parts of the story are clearly related to the story. A nut graf and transitions statements are used effectively.	The story is controlled by one focus. The focus is appropriate to assignment.	The story is not successfully controlled by one focus, or the focus is confusing to the reader. Significant portions of content do not fit the assignment.	The story has no clear focus or does something other than assigned task.
Development	Evidence, facts, quotes, and reasoning are entirely appropriate to the audience and purpose and are richly developed.	Evidence, facts, quotes, and reasoning are adequate to support the story's focus. The assignment is complete.	Support for the focus is inadequate or superficial, or significant portions of content are inaccurate in information or reasoning, or parts of the assignment are underdeveloped.	The assignment is incomplete or the story shows little or no attempt to support focus.
Organization	The sequence of ideas supports development of the focus; transitions and other features are used to reinforce organization.	Ideas are grouped into paragraphs, and paragraph breaks are used to indicate shifts in focus. The sequence of ideas is clear but not necessarily ideal.	The sequence of ideas is often confusing or apparently random, or paragraphing is inadequate or inappropriate for journalistic writing.	The sequence of ideas shows no clear pattern.
Use of Sources	Sources of information, including facts, quotes, and paraphrases, are clearly stated. Source material is effectively integrated into and synthesized in the writer's own writing.	Source material appropriately supports the reporter's claims or ideas. Sources of information, including facts, quotes, and paraphrases, are used correctly although occasional errors may occur (except name misidentifications or spelling errors—those are unacceptable).	Source material frequently substitutes for the writer's own development of ideas; some source material is misrepresented; or source citations include frequent or serious errors.	Source material is missing; source material is frequently misrepresented; paper consistently fails to acknowledge and cite sources; or sources are acknowledged but not cited.
Style	Sentences are clear, effective, and coherent; vocabulary is broad but journalistic. Tone, word choice, and syntax are appropriate for the story's audience and purpose.	Word choice, sentence structure, and tone are generally successful at communicating the reporter's intentions and are appropriate for journalistic writing.	The story is understandable but is marred by confusing, ineffective, or inappropriate sentences; or word choice, sentence structure, or tone are inappropriate for journalistic writing.	Noticeable portions of the story fail to convey their point due to dysfunctions at the sentence level.
Editing	The paper is nearly free of errors of spelling, grammar, punctuation, word choice, AP style, and formatting.	Errors of spelling, grammar, punctuation, word choice, AP style, and/or formatting may be present but are not intrusive.	Errors of spelling, grammar, punctuation, AP style, or word choice, are frequent, noticeable, and/or intrusive.	The writing shows seriously deficient control of sentence mechanics and/or the conventions of written English.

Full Credit	All content is suitable for immediate publication without modification. Any differences between the professor's input and the submitted work are preferences—technically and journalistically, the content is ready for the public.
90%	All content <i>could</i> be published, but it has slight technical or journalistic weaknesses that diminish its effectiveness.
80%	All content could be published but would require slight edits such as minor rewriting or factual verification before publication.
70%	Up to half of the content has sufficient problems that make it unpublishable without serious editing due to issues such as poor sourcing, confusing or otherwise insufficient writing, or poor objectivity.
50%	More than half of the content has sufficient problems that make it unpublishable without serious editing due to issues such as poor sourcing, confusing or otherwise insufficient writing, or poor objectivity OR up to half of the content is missing.
0%	More than half the content is missing.