

Embedded Assessment



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Why Are You Doing Assessment?

- Accrediting bodies for colleges and universities require evidence that the program is meeting outlined goals and objectives
- An effective way to identify how well student learning outcomes are met
- The results can influence changes in curriculum practices and lead to improvement in student learning

What Is Course Embedded Assessment?

- A technique used within the context of a classroom to assess students' learning by using regular coursework that students produce as the material that is assessed
- Assists in the evaluation of student performance related to course objectives and goals
- Has become the preferred measure to evaluate ongoing skill development for students and is tied to the curriculum

What Do You Assess?

- General education achievement
- Achievement in the major
- Quality of instructional practices
- Impact of faculty on program
- Performance patterns

Common Assessment Methods

- **Pre/Post Comparison**
A knowledge assessment instrument that is administered in the beginning and at the end of the course
- **Course Rubric**
Based on agreed upon criteria to evaluate skill development. Performance level is assessed using a Likert-type scale.
- **Student Portfolio**
A collection of different assessment activities for which a student may be evaluated
- **Capstone Evaluation**
Is an assessment of the general education experience within a given major. It evaluates the development of skills in content and application throughout the general education program
- **Course Matrix**
An established list of criteria for which an assessment activity is evaluated

Advantages of Using Embedded Assessment

- Does not limit the autonomy of the individual faculty member in the classroom
- Students do not know that their efforts are being used for assessment and perform to their standard
- Time efficient
- Cost effective

Embedded Assessment Plan

Assessment Component	Potential Data Sources (What to collect)	Tasks Required (How to collect it)	Who's Responsible (Who collects it)
Syllabus Analysis	Course syllabi	List of course objectives	Faculty for each course.
		Create rubric to document course content.	Faculty create rubric during workshop. Faculty complete rubric for their courses.
Exam Analysis	Student exam results from J310 and other required courses	Identify goals, objectives and competencies for each area	Faculty within each area
		Identify test items in exams from required courses that measure identified goals, objectives, and competencies.	Faculty selects items from their exams.
		Create a rubric to document student performance on test items.	Faculty who teach core courses complete rubric after each exam.
Assignment Analysis	Student products resulting from existing course assignments, exercises, projects, and exams	Identify goals, objectives, and competencies for each area.	Faculty within each area
		Create rubric to evaluate student products based on identified goals and objectives.	Faculty create rubric during workshop. Faculty complete rubric for their courses.

J310 – CRITICAL ISSUES IN JOURNALISM

SAMPLE COURSE SYLLABUS

Class: MWF 9-9:50 AM
Professor: J. P. Jones
Office: CMA 1.234
Office Hours: MW 10-11:30 AM
email: jp.jones@mail.utexas.edu

COURSE DESCRIPTION:

This course is designed to (1) survey the various forms of contemporary journalism, with an eye toward helping students make career choices, and (2) critique those same forms, with an eye toward helping students become better journalists and more engaged citizens.

I would subtitle this course "developing the tools needed for intellectual self-defense in the United States," an especially important task for journalists. The underlying goal of this course is to help us sharpen skills that our society tends to dull -- the ability to question assumptions, evaluate evidence, analyze systems and structures of power, and generate knowledge that can lead to a more just and sustainable world.

We will use the book *News: The Politics of Illusion* to identify strengths and weaknesses in contemporary journalistic practices. From there, we will look specifically at how the politics of race play out in U.S. newsrooms by reading *Within the Veil: Black Journalists, White Media*. Finally, we will read a book-length journalistic effort, *The New Rulers of the World*, to ask questions about what kind of journalism is most needed by citizens in a democracy.

In this course we will engage in critique, which is not a solely negative enterprise and is not synonymous with complaining, whining, or mean-spiritedness. To critique a practice or institution is to examine it to determine its nature so that we can understand its possibilities and limitations. Critique can result in criticism, which sometimes justifiably can be harsh. But critique also can reveal the strength of an argument or practice. Critique is a thoughtful enterprise, the goal of which is to deepen our understanding of an issue or problem.

TEXTBOOKS:

Bennett, W. Lance, *News: The Politics of Illusion*, 6th ed. (New York: Longman, 2005).

Newkirk, Pamela, *Within the Veil: Black Journalists, White Media* (New York: New York University Press, 2002).

Pilger, John, *The New Rulers of the World* (London: Verso, 2003).

J 310 – SAMPLE Test #1

1) According to Wayne Slater, when a reporter and source are talking, and they agree the reporter can use what the source says, but the reporter will not use the source's name, this is called:

- a) on -the-record
- b) off-the-record
- c) background
- d) deep background
- e) none of the above

2) What made James Gordon Bennett's New York Morning Herald unique?

- a) It was the first newspaper free of party affiliation
- b) It was the first broadsheet
- c) It was the first newspaper to oppose slavery
- d) It was the first newspaper to openly support the women's vote
- e) It was the first paper to print a cartoon
- f) All of the above
- g) None of the above

3) Pete Hamill takes the catch phrase "Tell it to Sweeney," and updates it with Abdul. His point being that...

- a) major newspapers need to carry more personalized, human interest stories.
- b) newspapers should not be afraid of including more international news.
- c) newspapers should reach out to new immigrants.
- d) newspapers need to expand their coverage of religion.
- h) none of the above
- i) a & d
- j) b & c

4) The term "Yellow Journalism" came from:

- a) the fact that poor quality newsprint distributed by the penny presses would quickly turn yellow.
- b) the newspapers of this era gave extensive coverage to the yellow fever.
- c) a popular cartoon strip called "the Yellow Kid."
- d) newspapers during this period would often use yellow as a second color in page layouts and especially to bring attention to headlines.
- e) none of the above
- f) all of the above

5) When two newspapers occupy the same offices, share advertising staffs, share printing plants and have agreed to work together, that's called:

- a) vertical integration
- b) monopolistic
- c) mutually beneficially consensus
- d) a joint operating agreement
- e) none of the above
- f) a & c
- g) b & c

6) The Ken Burns' documentary, Not for Ourselves Alone, is centered around two important figures in American history, they are:

- a) Lady Bird Johnson & Pat Nixon
- b) Abigail Adams and Nellie Bly
- c) Betty Friedan and Gloria Stienem
- d) Alicia Stone Blackwell & Mary Church Terrell
- e) Elizabeth Cady Stanton and Susan B. Anthony

7) Dennis Darling established himself as a photojournalist by generating photo stories and shooting photographs on all of the following groups, EXCEPT:

- a) Pentecostal snake handlers
- b) American Nazis
- c) Ku Klux Klan members
- d) cross-dressers

8) Which of the following did **not** publish an abolitionist newspaper?

- a) Frederick Douglas
- b) Elijah P. Lovejoy
- c) Thomas Paine
- d) William Lloyd Garrison
- e) Rev. Samuel Cornish
- f) John B. Russworm

9) Which of the following is NOT one of Siebert, Peterson and Schramm's theories of the press?

- a) Libertarian Press Theory
- b) Theory of Social responsibility
- c) Authoritarian Press Theory
- d) Soviet Press Theory
- e) Adversarial Press Theory

10) If you watch lots of violent television, researchers have shown that:

- a) you are more likely to shoot someone
- b) you will be desensitized (not as sensitive) to violence
- c) you will have increased fear of becoming a victim
- d) you will learn aggressive behaviors
- e) all of the above
- f) none of the above
- g) only a & c
- h) only b, c & d

11) In the mid 1800's a more objective and factual form of newspaper journalism emerged due to:

- a) Edwin M Stanton and others' terse, compact press dispatches about the civil war.
- b) A public outcry for more factual reporting.
- c) The development of the Pulitzer Prizes.
- d) All of the above
- e) None of the above

12) Which of the following is true? By 1999:

- newspaper circulation had been going up
- ✗ newspaper circulation had been going down
- ✓ morning papers were doing better than they did in the past.
- ⌘ morning papers were not doing as well than they did in the past
- || afternoon papers were doing better than they had in the past
- afternoon papers were not doing as well as they had in the past

- a) ● ✓ ⌘
- b) ✗ ⌘ □
- c) ● ⌘ □
- d) ✗ ✓ ||
- e) ● ✓ □
- f) ✗ ✓ □
- g) ✗ ⌘ ||

13) Thomas Nast had great influence on the downfall of Tammany Hall and Boss Tweed because of his skill as:

- a) an investigative reporter
- b) an editorial writer
- c) a political cartoonist
- d) a photojournalist
- e) all of the above
- f) none of the above

14) In News is a Verb Pete Hamill talks about the idea of newspapers operating as if they are in a plaza, the word he uses to describe this is:

- a) Zócalo
- b) Calle
- c) Mercado
- d) Zertucho
- e) none of the above

15) The American news media had a crucial role in relation to gender equality and women's right to vote because:

- a. of the strong positive support it provided, through coverage and editorials, of women's 70-year crusade to secure their role as equal citizens in a male-dominated society
- b. it collaborated with women's alternative publishing, e.g. the suffrage press
- c. it promoted women's careers, right to properties and children's custody
- d. it constantly treated women's movement with ridicule and hostility
- e. it was effective in shaping the public opinion in favor of women's agenda.

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Measurement and Evaluation Center
The University of Texas at Austin
Item Analysis for INSTRUCTOR JONES/EXAM 1

Item No. 1		Keyed Response = D					SUM
Split	Omit	A	B	C	D	E	
1	0	1	0	0	8	0	9
2	0	0	1	0	9	0	10
Sum	0	1	1	0	17	0	19
Mean	0	68.0	53.0	0	62.5	0	
P TOT = 1.00		P = 0.89		R(IT) = 0.06			

Item No. 2		Keyed Response = B					SUM
Split	Omit	A	B	C	D	E	
1	0	1	8	0	0	0	9
2	0	5	3	0	2	0	10
Sum	0	6	11	0	2	0	19
Mean	0	57.5	66.1	0	55.5	0	
P TOT = 1.00		P = 0.58		R(IT) = 0.48			

Item No. 3		Keyed Response = B					SUM
Split	Omit	A	B	C	D	E	
1	0	1	4	3	1	0	9
2	0	0	7	2	1	0	10
Sum	0	1	11	5	2	0	19
Mean	0	71.0	60.8	60.8	69.5	0	
P TOT = 1.00		P = 0.58		R(IT) = -0.18			

Item No. 4		Keyed Response = D					SUM
Split	Omit	A	B	C	D	E	
1	0	0	0	1	8	0	9
2	0	0	0	6	4	0	10
Sum	0	0	0	7	12	0	19
Mean	0	0	0	56.7	65.5	0	
P TOT = 1.00		P = 0.63		R(IT) = 0.45			

Item No. 5		Keyed Response = C					SUM
Split	Omit	A	B	C	D	E	
1	0	0	0	9	0	0	9
2	0	2	1	7	0	0	10
Sum	0	2	1	16	0	0	19
Mean	0	53.5	58.0	63.6	0	0	
P TOT = 1.00		P = 0.84		R(IT) = 0.34			

Item No. 6		Keyed Response = C					SUM
Split	Omit	A	B	C	D	E	
1	0	1	4	4	0	0	9
2	0	2	4	4	0	0	10
Sum	0	3	8	8	0	0	19
Mean	0	59.0	62.1	63.6	0	0	
P TOT = 1.00		P = 0.42		R(IT) = 0.12			

Item No. 7		Keyed Response = B					SUM
Split	Omit	A	B	C	D	E	
1	0	0	9	0	0	0	9
2	0	1	5	4	0	0	10
Sum	0	1	14	4	0	0	19
Mean	0	50.0	63.9	59.5	0	0	
P TOT = 1.00		P = 0.74		R(IT) = 0.30			

Item No. 8		Keyed Response = D					SUM
Split	Omit	A	B	C	D	E	
1	0	1	2	0	6	0	9
2	0	0	1	1	8	0	10
Sum	0	1	3	1	14	0	19
Mean	0	68.0	65.0	53.0	61.9	0	
P TOT = 1.00		P = 0.74		R(IT) = -0.06			

Item No. 9		Keyed Response = A					SUM
Split	Omit	A	B	C	D	E	
1	0	4	3	2	0	0	9
2	0	4	3	1	2	0	10
Sum	0	8	6	3	2	0	19
Mean	0	62.2	63.2	65.0	55.5	0	
P TOT = 1.00		P = 0.42		R(IT) = -0.00			

Item No. 10		Keyed Response = D					SUM
Split	Omit	A	B	C	D	E	
1	0	0	2	4	3	0	9
2	0	1	1	5	3	0	10
Sum	0	1	3	9	6	0	19
Mean	0	62.0	64.0	60.2	64.5	0	
P TOT = 1.00		P = 0.32		R(IT) = 0.16			

Item No. 11		Keyed Response = B					SUM
Split	Omit	A	B	C	D	E	
1	0	0	7	0	2	0	9
2	0	2	7	0	1	0	10
Sum	0	2	14	0	3	0	19
Mean	0	58.0	62.5	0	64.0	0	
P TOT = 1.00		P = 0.74		R(IT) = 0.04			

Item No. 12		Keyed Response = B					SUM
Split	Omit	A	B	C	D	E	
1	0	1	6	2	0	0	9
2	0	0	7	3	0	0	10
Sum	0	1	13	5	0	0	19
Mean	0	68.0	63.1	59.0	0	0	
P TOT = 1.00		P = 0.68		R(IT) = 0.13			

Item No. 13		Keyed Response = D					SUM
Split	Omit	A	B	C	D	E	
1	0	1	3	1	4	0	9
2	0	1	2	1	6	0	10
Sum	0	2	5	2	10	0	19
Mean	0	59.0	68.0	59.5	60.6	0	
P TOT = 1.00		P = 0.53		R(IT) = -0.19			

Item No. 14		Keyed Response = A					SUM
Split	Omit	A	B	C	D	E	
1	0	9	0	0	0	0	9
2	0	7	3	0	0	0	10
Sum	0	16	3	0	0	0	19
Mean	0	64.2	52.0	0	0	0	
P TOT = 1.00		P = 0.84		R(IT) = 0.47			

Item No. 15		Keyed Response = C					SUM
Split	Omit	A	B	C	D	E	
1	0	1	3	4	1	0	9
2	0	1	2	7	0	0	10
Sum	0	2	5	11	1	0	19
Mean	0	62.0	66.2	59.8	70.0	0	
P TOT = 1.00		P = 0.58		R(IT) = -0.31			

Item	P	R(IT)	NC	MC	MI	Omit	A	B	C	D	E
1	0.89	0.06	17	62.47	60.50	0	1	1	0	17*	0
2	0.58	0.48	11	66.09	57.00	0	6	11*	0	2	0
3	0.58	-0.18	11	60.82	64.25	0	1	11*	5	2	0
4	0.63	0.45	12	65.50	56.71	0	0	0	7	12*	0
5	0.84	0.34	16	63.63	55.00	0	2	1	16*	0	0
6	0.42	0.12	8	63.63	61.27	0	3	8	8*	0	0
7	0.74	0.30	14	63.93	57.60	0	1	14*	4	0	0
8	0.74	-0.06	14	61.93	63.20	0	1	3	1	14*	0
9	0.42	-0.00	8	62.25	62.27	0	8*	6	3	2	0
10	0.32	0.16	6	64.50	61.23	0	1	3	9	6*	0
11	0.74	0.04	14	62.50	61.60	0	2	14*	0	3	0
12	0.68	0.13	13	63.08	60.50	0	1	13*	5	0	0
13	0.53	-0.19	10	60.60	64.11	0	2	5	2	10*	0
14	0.84	0.47	16	64.19	52.00	0	16*	3	0	0	0
15	0.58	-0.31	11	59.82	65.63	0	2	5	11*	1	0

Examples of Different Criteria Types

Successful impact is achieved when performance results in :	Work is of high Quality when it is:	Adequate methods and behaviors are found when performers and performances are:	Valid content or material is:	Knowledge is sophisticated when it is:
Effective answers	Well designed	Purposeful	Accurate	Deep
Clients satisfied	Clear	Efficient	Correct	Expert
Problem being solved	Well planned	Adaptive	Precise	Insightful
Audience moved	Elegant	Self-regulated	Justifiable	Fluent
Situation settled	Clever	Persistent	Verified	Rich
Reader informed	Graceful	Enterprising	Authentic	Cutting-edge
Reader persuaded	Well crafted	(Self-)Critical	Apt	Proficient
Work of great value	Organized	Thoughtful	Focused	Skilled
Satisfying work	Thorough	Careful	Required	Competent
Ethical conduct	Coherent	Responsive	Honors request	Masterful
Novel work	Mechanically sound	Inquisitive	Meets rules	
Knowledge created	A genuine voice	Methodical		
A championship	Concise	Well researched		
Winning Proposal	Polished	Well reasoned		
Winning Judgment	Stylish	Collaborative		
		Facilitative		
		Cooperative		

J 310 SAMPLE Ethics Writing Assignment

Visit the following web sites and read the different codes of ethics and codes of conduct.

<http://spj.org/ethics/code.htm>

<http://www.rtnda.org/ethics/coe/shtml>

<http://www.uta.fi/ethicnet/ukindex.html>

<http://www.uta.fi/ethicnet/sweden.html>

<http://www.uta.fi/ethicnet/ifj.html>

<http://www.uow.edu.au/crearts/journalism/ajnet/ethics.html>

Now develop the first three points of your own personal code of ethics. Select what you think are the most crucial guiding principles you will or would use as journalist. Write about 250 words on each point. Develop a sense of **why you picked each point, why you think it's important** and how you would **apply that principle**. Do **not** just copy ideas from the readings. You need to take ownership of these ideas. Don't be afraid to include ideas not seen in these codes. Give **examples of how each point you develop would apply to a real-life situation**.

Write this as you would write a complete ethics code, organized point by point. You will be graded on your **originality**, the **quality of your ideas**, how well you **articulate** yourself, and your **use of examples**. Pay attention to **grammar, spelling and punctuation**. You will lose one letter grade for each 24-hour period this assignment is late. Assignments will NOT be accepted via e-mail. Assignments must be typewritten or printed on a computer printer, in other words, NOT hand-written.

Maximum 750 words. This assignment is worth 200 points.

Task:

Ethics Writing Assignment

Scale:

0 = not scorable

1 = Poor

2 = Fair

3 = Average

4 = Very good

5 = Excellent

Criteria:

1. Students will become better journalists
2. Students will learn to generate knowledge that can lead to a more just and sustainable world.
3. Novel work
4. Mechanically sound

Indicators for each criterion:

1. Students will become better journalists
 - a. Quality of ideas
 - b. Articulation of ideas
2. Students will learn to generate knowledge that can lead to a more just and sustainable world.
 - a. Rationale for points
 - b. Rationale for importance
 - c. Application of principles
 - d. Real-life examples/ Use of examples
3. Novel work
 - a. Originality
4. Mechanically sound
 - a. Grammar
 - b. Spelling & Punctuation
 - c. Length

Standards for Excellent (5):

1. Students will become better journalists
 - a. Quality of ideas: Demonstrates insightful development of ideas
 - b. Articulation of ideas: Provides clear, fluent progression of ideas
2. Students will learn to generate knowledge that can lead to a more just and sustainable world.
 - a. Rationale for points: Provides compelling rationale for why each point is included
 - b. Rationale for importance: Provides strong reasons for the importance of all the guiding principles.
 - c. Application of principles: Demonstrates clearly and appropriately how each of three principles applies to journalism
 - d. Real-life examples/ Use of examples: Provides appropriate real-life examples for each of three principles
3. Novel work
 - a. Originality: Demonstrates extensive originality and inventiveness in ideas
4. Mechanically sound
 - a. Grammar: Sentence structure is varied and effective
 - b. Spelling and Punctuation: No spelling or punctuation errors exist
 - c. Length: Essay is appropriate length (750 words)

Standards for Very Good (4):

1. Students will become better journalists
 - a. Quality of ideas: Demonstrates insightful development of ideas
 - b. Articulation of ideas: Provides clear, fluent progression of ideas
2. Students will learn to generate knowledge that can lead to a more just and sustainable world.
 - a. Rationale for points: Provides rationale for why each point is included
 - b. Rationale for importance: Provides reasons for the importance of all the guiding principles.
 - c. Application of principles: Demonstrates clearly and appropriately how at least two principles apply to journalism
 - d. Real-life examples/ Use of examples: Provides appropriate real-life examples for at least two principles
3. Novel work
 - a. Originality: Demonstrates frequent originality and inventiveness in ideas
4. Mechanically sound
 - a. Grammar: Sentence structure is varied and effective
 - b. Spelling and Punctuation: A few spelling or punctuation errors exist
 - c. Length: Essay is appropriate length (750 words)

Standards for Average (3):

1. Students will become better journalists
 - a. Quality of ideas: Demonstrates some development of ideas
 - b. Articulation of ideas: Provides some progression of ideas
2. Students will learn to generate knowledge that can lead to a more just and sustainable world.
 - a. Rationale for points: Provides rationale for why two points are included
 - b. Rationale for importance: Provides reasons for the importance of some of the guiding principles.
 - c. Application of principles: Demonstrates how two principles apply to journalism
 - d. Real-life examples/ Use of examples: Provides real-life examples for two principles, but may lack appropriateness
3. Novel work
 - a. Originality: Demonstrates some originality and inventiveness in ideas
4. Mechanically sound
 - a. Grammar: Sentence structure is sometimes varied and effective
 - b. Spelling and Punctuation: Some spelling or punctuation errors exist
 - c. Length: Essay is close to appropriate length (slightly over or under 750 words)

Standards for Fair (2):

1. Students will become better journalists
 - a. Quality of ideas: Demonstrates very little development of ideas
 - b. Articulation of ideas: Provides very little progression of ideas
2. Students will learn to generate knowledge that can lead to a more just and sustainable world.
 - a. Rationale for points: Provides rationale for why one point is included
 - b. Rationale for importance: Provides reasons for the importance of very few of the guiding principles.
 - c. Application of principles: Demonstrates how one principle applies to journalism
 - d. Real-life examples/ Use of examples: Provides real-life examples for one or more principles, but lacks appropriateness
3. Novel work
 - a. Originality: Demonstrates very little originality and inventiveness in ideas
4. Mechanically sound
 - a. Grammar: Sentence structure is rarely varied and ineffective
 - b. Spelling and Punctuation: Many spelling or punctuation errors exist
 - c. Length: Essay is inappropriate length (clearly well over or under 750 words)

Standards for Poor (1):

1. Students will become better journalists
 - a. Quality of ideas: Demonstrates almost no development of ideas
 - b. Articulation of ideas: Provides almost no progression of ideas
2. Students will learn to generate knowledge that can lead to a more just and sustainable world.
 - a. Rationale for points: Provides almost no rationale for why points are included
 - b. Rationale for importance: Provides almost no reasons for the importance of the guiding principles.
 - c. Application of principles: Does not demonstrates how principle applies to journalism
 - d. Real-life examples/ Use of examples: Provides no real-life examples for the principles, or those that are provides are inappropriate
3. Novel work
 - a. Originality: Demonstrates almost no originality and inventiveness in ideas
4. Mechanically sound
 - a. Grammar: Sentence structure is ineffective
 - b. Spelling and Punctuation: Many spelling or punctuation errors exist
 - c. Length: Essay is inappropriate length (clearly well over or under 750 words)

Analytic Scoring Approach – Ethics Writing Assignment

Criteria and Indicators	Score (1 to 5)
Better journalists	
Quality of ideas	
Articulation of ideas	
Generate knowledge that can lead to a more just and sustainable world	
Rationale for points	
Rationale for importance	
Application of principles	
Real-life examples/ Use of examples	
Novelty	
Originality	
Mechanically Sound	
Grammar	
Spelling & Punctuation	
Length	
TOTAL (10-50 points)	

Holistic Scoring Approach – Ethics Writing Assignment

Excellent (5):

Student demonstrates insightful development of ideas. Provides clear, fluent progression of ideas. Provides compelling rationale for why each point is included. Provides strong reasons for the importance of the guiding principles. Demonstrates clearly and appropriately how each of three principles applies to journalism. Provides appropriate real-life examples for each of three principles. Demonstrates extensive originality and inventiveness in ideas. Sentence structure is varied and effective. No spelling or punctuation errors exist. Essay is appropriate length (750 words).

Very Good (4):

Student demonstrates insightful development of ideas. Provides clear, fluent progression of ideas. Provides rationale for why each point is included. Provides reasons for the importance of all the guiding principles. Demonstrates clearly and appropriately how at least two principles apply to journalism. Provides appropriate real-life examples for at least two principles. Demonstrates frequent originality and inventiveness in ideas. Sentence structure is varied and effective. A few spelling or punctuation errors exist. Essay is appropriate length (750 words).

Average (3):

Student demonstrates some development of ideas. Provides some progression of ideas. Provides rationale for why two points are included. Provides reasons for the importance of some of the guiding principles. Demonstrates how two principles apply to journalism. Provides real-life examples for two principles, but may lack appropriateness. Demonstrates some originality and inventiveness in ideas. Sentence structure is sometimes varied and effective. Some spelling or punctuation errors exist. Essay is close to appropriate length (slightly over or under 750 words).

Fair (2):

Student demonstrates very little development of ideas. Provides very little progression of ideas. Provides rationale for why one point is included. Provides reasons for the importance of very few of the guiding principles. Demonstrates how one principle applies to journalism. Provides real-life examples for one or more principles, but lacks appropriateness. Demonstrates very little originality and inventiveness in ideas. Sentence structure is rarely varied and ineffective. Many spelling or punctuation errors exist. Essay is inappropriate length (clearly well over or under 750 words).

Poor (1):

Student demonstrates almost no development of ideas. Provides almost no progression of ideas. Provides almost no rationale for why points are included. Provides almost no reasons for the importance of the guiding principles. Does not demonstrate how principle applies to journalism. Provides no real-life examples for the principles, or those that are provided are inappropriate. Demonstrates almost no originality and inventiveness in ideas. Sentence structure is ineffective. Many spelling or punctuation errors exist. Essay is inappropriate length (clearly well over or under 750 words).

TOTAL SCORE = 1 to 5 (0 = not scorable)

J 310 SAMPLE Covering Journalism Writing Assignment

Length: 300 - 350 words

Worth a possible 100 points

Step 1

Select a news organization, such as a newspaper (like the New York Times, the Austin American-Statesman, the Daily Texan), or a magazine (such as Newsweek, National Geographic, Texas Monthly), or a web news provider (such as Salon or Feed), or a broadcast outlet (such as CBS News, or KXAN, or KLBK). It must be an organization that disseminates news. If you have a question whether you've picked a news source, e-mail a TA or myself.

Step 2

Write a brief critique of that news medium.

In the essay you must answer the following questions:

- 1) Who owns it?
- 2) What's the circulation, and/or audience size?
- 3) Who is their target audience?
- 4) How big is their full-time editorial staff?
- 5) What is the editorial stance?
- 6) Rate the overall presentation, graphics, pictures, etc.
- 7) Rate the editorial content. Is there good, substantive information, is it news?
- 8) Rate the quality of the writing, is it clear, concise, interesting to read?

To answer these questions you will have to do some research. Even though you are answering these questions, this should read like an essay, so you should NOT have a list of numbers, or bullets.

Step 3

Edit your work. Make sure you do not have typos, spelling, punctuation or grammatical errors. Make sure your critique is clear, concise and interesting to read. Edit out unnecessary words. Have someone else (who you trust) take a look at a draft. Do not depend entirely on spell-check. Do not turn in a first draft. Stay within the 300 - 350 word count.

Step 4

Make sure it is typed or printed on a word processor. It must be double-spaced. Your name and social security number should be at the top of the page. Make sure you get it in by the deadline.