**December 2015 Faculty Meeting:**
**FALL 2015 ASSESSMENT REFLECTIONS**

**JOU 4188 Neighborhood News Bureau (Off campus at Sanderlin Center) - B. Motta**
**MMC 6936 ST: Neighborhood News LOCATION: NNB - B. Motta**
- Individual/Domestic Diversity
- Writing

I had an assumption about students' experience level coming into the class. I had hoped to cover advanced reporting techniques, but many students were lacking basic skills. Most had no experience practicing journalism. I was thinking we'd hit the ground running in the beginning, but basic components were missing. So, we built in impromptu sessions to cover basic skills. Part of the issue may be a lack of actual experience with journalism. Even exposure to journalism is limited. TS: Presenting good work and then asking for analysis seems to work well.

For next semester, I plan to have a boot camp of basic skills in the first two or three weeks. Then, we're all more or less on the same page by the third week. I can also assess levels more easily with this approach.

MW: Part of the challenge may be adjusting to broader shifts in student attitudes and readiness levels. JK: Some may be worried about finding jobs and what happens next.

**MMC 6612 Seminar: Law and Mass Media - B. Motta**
- History
- Law

**JOU 6708 Digital Ethics & Law - D. Snyder**
- Ethics
- Law

I setup a schedule to give students an opportunity to reflect on their ARP / final project or another topical issue (case study analysis). I get an initial decision, then a draft, and then the final (only this part is graded). But only a few students submitting their drafts on time. Wonder if I should build in points to encourage participation or let it go.

(MW: If it's better to let this ride and not artificially force submissions if it means the quality won't really be there anyway. BM: I suggest that they submit a formal proposal. It's not graded, but they get an accepted or not rating, so they know whether they're on the right track. Some students will always be more independently, and so on. JK: I do give points for the incremental pieces. CC: I also give points for proposals. MA: I find that putting point values on assignments raises the level of seriousness. TS: I like to get students away from doing everything for a grade, but I do like to strongly encourage students to submit work, even when not graded. I try to sell it on the idea of the trajectory of improvement, to paraphrase Bernardo.)

**MMC 4420 Research Meth in Mass Comm ONLINE - D. Snyder**
- Numbers
- Research

I found it went quite well, with many thanks to Monica for sharing material so generously. Since next year is an election year, I would like to build in some research into one or more candidates.

**MMC 4200 Hist/Principles of Comm Law - D. Snyder**
- Law
- Writing

I spent more time on topic matters this semester. I circulated the "Coddling of the American Mind" article from The Atlantic. We spent a class and half talking about this. The Crow's Nest had done an article about how we had moved from a "red" to a "yellow" light in terms of free speech on campus. A student brought in an example of how speech is restricted within student housing.

Last class, I got feedback on some positive items where students suggested they are able to post PowerPoint presentations for cases they work on to Canvas to share with each other. This provides permanent access.

I like the idea of doing something topical, and I'd like to continue doing that.

I think we should change the writing competency to critical thinking. Dealing with logical fallacies is a big part of the course.

**MMC 3602 Mass Comm and Society ONLINE COURSE - M. Walters**
- Global/Cultural Diversity
- History

One thing I've done with the Mass Comm course is to add a reflective dimension to the course in light of the breadth of content that's covered. So, I've added journals and I give students things to think about. For example, find examples of beauty and how it's been defined over the years. They came up with some neat responses and seemed willing to get personal about it. I may expand on this and add a second journal at some point.

**MMC 4936 ST: Intro to Blogging ONLINE - J. Keeler**
- Writing
- Technology

The class did very well. We added links to some blogs to the website. Next time, I would add more technology. They come in thinking they're writing something akin to a diary, but in reality, about half of the course is really about the technology and understanding how to use the tools. I had videos, prompts and discussions, but I would ramp up the discussion component going forward.

**JOU 2100 Beginning Reporting - J. Keeler**
- Critical Thinking
- Writing

About the fifth time I've taught this. It's a tough one because it's really the first core class. Many don't know much about what journalists do or perhaps don't want to go into business. This time around, I assigned a random beat, and they had to do research on the beat weekly. They didn't have to write a story necessarily, but they did have to gather notes about how to get information. I used Twitter more than I have in the past. They live tweet an event. What I would change next time is getting them out of the class as a group. Sharing work more -- leads on stories, for example -- would be good. More tips and techniques on doing interviews are desired.

**MMC 4936 ST: Food Writing - J. Keeler**
**MMC 6936 ST: Food Writing - J. Keeler**
- Editing
- Writing

I changed my readings after our diversity session to include more voices. Field trips is something that I think would be good to include more of. Students seem to get a lot out of this. Getting out of the classroom and doing something is so helpful because it's experiential. Many roadblocks to doing it, but I think I need to push this more.

**MMC 6936 DJD Social Media ONLINE - M. Ancu**
- Research
- Theory

The final project is a semester-long project where they pick a beat and tweet about it. The first time, I gave them a topic and let them pretty much go, checking in once in awhile. This semester, based on student feedback, I set up weekly goals for them, to create smaller benchmarks along the way. One example was to optimize tweets with keywords using Google Adwords tools. Another was to come up with a creative/inspired way to tweet.

**VIC 3001 Intro to Visual Communications - M. Ancu**
- Theory
- Visual Literacy

I put up a survey online midway through the class. Asked about things students would like changed. Most suggested changes to the schedule. Usually, I publish materials on Monday, and they have until Thursday to complete a discussion and Sunday to complete a more formal assignment. They asked for more time, to open the modules early. They also asked for more visuals/video, so I incorporated this as well.

Following the diversity workshop, we had an assignment about infographics. I asked them to create an infographic comparing how they spend their day, compared to someone opposite them (by picking a demographic feature of someone outside the class) ... also need to

submit a picture of the person.

Next time, I would also stipulate that this would be someone outside their family.

### MMC 6936 ST: DJD Web Publishing ONLINE - M. Frechette
- Numbers
- Technology

### JOU 4938 Senior Seminar - M. Frechette
- Business and Entrepreneurship
- Technology

### MMC 4131 Video Storytelling - M. Frechette
### MMC 6936 ST: Video Storytelling I - M. Frechette
- Technology
- Visual Literacy

### MMC 4203 Communication Ethics - A. Silvia
- Ethics
- Critical Thinking

More so this semester than in the past, I let students pick topical issues, research them, and write about them. A number got very interested in coverage of transgender issues based on a presentation from my TA. So, that became a topic to write about for our blogging assignment. Another example was coverage of suicides and the University of Missouri story. One student got very interested in the ethics of covering the Jared Fogle case. We did that online during the Thanksgiving week. I've learned to elicit more topics from the class rather than defining it all myself. Increases students' stake. Students responded differently in their peer-to-peer interactions, but showing more enthusiasm.

### MMC 4503 Literary Journalism - A. Silvia
- History
- Writing

New development: Students do two stories -- short and long. I started the longer form piece much earlier -- very shortly after they received feedback on the shorter survey. Four or five intervals were due at given points throughout the semester, and they got feedback from one another. Student feedback already has proven that this was useful.

### PGY 3610C Photojournalism I - C. Campbell
### MMC 6936 ST: Photojournalism I - M. Walters
- Technology
- Visual Literacy

I found that I updated the material I covered as I went through the course. I learned, as I went, that very specific instructions needed to be provided for every assignment. I also

learned to make assignments reasonable in length and in terms of what can be graded. Quizzes were helpful because they reinforced material and also provided a channel for real-time feedback.

Going forward, I'd like to incorporate more guest speakers in light of feedback. I'd also like to provide more supplemental material week-to-week to complement the in-class instruction. More peer reviews / peer photo critiques. I'd like to include more in-class exercises where they do something in class and then come back.