**Learning Goals** – The School of Journalism seeks to prepare its graduates for this era of revolutionary technological change in the transmission of news and information. The school seeks to instill the values and competencies of the ACEJMC, which are incorporated in the Unit Values in the Strategic Plan and are reflected in the school’s Mission Statement. The school’s curriculum broadly reflects those values and competencies. Special attention is placed on the core competencies of writing, grammar, ethics and First Amendment law. The School also ensures that each student creates a portfolio of work and that the portfolio is assessed at the beginning, the middle and end of his or her time in the School of Journalism.

**Executive summary**

The School of Journalism assessment plan evaluates the required proficiency levels in most of the core courses offered in the program. A comprehensive rubric has been developed for measuring the core competencies required for students to be proficient in meeting the learning objectives, and for the overall assessment of the program. The details of assessment for each of the five specializations – news/editorial, advertising, New media, Photojournalism and Sports Media are attached in the report.

**History of assessment:** The 2013 Assessment Plan updates and expands the school’s 2007 plan. The new plan builds on the strengths of the 2007 plan and reflects the ACEJMC’s more recent mandates on assessment. The plan also incorporates the use of new technology for assessment, which gives a better review of the progress and perspective of the student’s performance, from the time the students register for courses in the school to the time they graduate. The new plan also deepens the emphasis on improving writing and grammar skills early in a student’s life in the School of Journalism and a review of each of student’s learning by the time he or she graduates. During the years, 2007-2012 the school’s priority has been on improving the writing and grammar skills and introducing assessments for ethics and First Amendment law. At the recommendation of accreditors in 2008, the School has shifted emphasis from assessing courses to assessing cohorts so as to judge the overall effectiveness of the program. The School adopted assessment tools for ethics and law that had been found useful at other schools. Those assessment tools were provided by Trevor Brown after his assessment visit.

In 2010, as part of its modernization of the curriculum, the faculty decided to add a portfolio assessment to address a weakness in its program. It had found that most students were not compiling portfolios, leaving them with little evidence of their learning. This put them in a poor position to get internships and job. And it put the school in a poor position to evaluate student learning. The initial attempts to initiate this portfolio assessment ran into difficulties with different instructors using different systems for setting up the portfolios. In the fall of 2012 we were able to employ an expert in online learning and portfolio assessment. She was able to develop a portfolio assessment program using SIU’s online learning system.

A general rubric has also been developed to use for monitoring the progress of students individually and as a complete cohort. The new Desire2Learn, (D2L) learning management
system has become an important tool for assessment. The D2l system is being used to administer
the online grammar, writing, law and ethics assessments that have long been part of assessment.
And, now, E-portfolio in the D2L system is being used to monitor students work and as an
assessment tool for the program. The details of the assessment plan are detailed in the report.
Further, the faculty was asked to evaluate the extent to which their courses taught ACEJMC
values and competencies. Once a professor had identified the values and competencies taught in
the course, the professor determined the intensity of the instruction in this area using the three-
stage learning criteria - awareness, understanding, and application. This plan formalizes the
assessment measures that have developed in recent years and that are now in place.

Types of measures: The school is employing a variety of measures, direct and indirect:

• Direct measures to assess the core competencies required for assessment of the overall
  program.
• Direct, quantitative measures involving pre- and post-tests assess learning in grammar, writing,
  ethics and law. The tests are administered at the beginning of the student’s career and at the end
to determine progress.
• Indirect measures assess advertising campaigns and photo portfolios, with the assessment
  performed by advertising executives and professional photojournalists.
• Indirect measures assess student experience and performance in internships; both students and
  employers are asked to fill out evaluations.
• Indirect measures assess the satisfaction of students by administering surveys to
  undergraduates.
• Indirect measures assess overall student performance by tabulating student participation,
  success in regional and national competitions
• Indirect measures assess alumni performance by informally tracking graduates’ success in the
  professions and communicating with alumni about school initiatives and alumni views of school
  programs.

The assessment process uses the ACEJMC recommended learning criteria on the stages of
learning:
• Awareness: familiarity with specific information, including facts, concepts,
  theories, laws and regulations, processes and effects.
• Understanding: assimilation and comprehension of information, concepts,
  theories and ideas.
• Application: competence in relating and applying skills, information, concepts,
  theories and ideas to the accomplishment of tasks.

MAJOR ASSESSMENTS

Grammar assessment
The most pervasive direct, quantitative assessment is a grammar pre- and post-test administered
first in the entry level class, JRNL 201, which is required for all School of Journalism majors,
and in the 400-level media ethics class that all journalism majors must also take just before
graduation.
Writing assessment

A writing assessment, also direct and quantitative, is administered first in the entry level class, JRNL 201 and then in 400-level media ethics classes that all journalism majors must take.

Law assessment

An assessment of the student’s knowledge of First Amendment law is administered first in the entry-level JRNL 201 class and then in the 400-level media ethics classes that all journalism majors must take.

Ethics assessment

An assessment of the student’s sensitivity to ethical issues involving such issues as plagiarism and inadequate sourcing is administered in the entry-level JRNL 201 class and then again in the 400-level classes taken just before graduation. The assessment was developed at the University of Indiana and has data showing what kinds of changes in sensitivity to ethical concerns are statistically significant.

Portfolio Assessment

The School of Journalism has adopted a long term student assessment program using the Desire 2 Learn (D2L) learning management system. D2L is being used for developing ePortfolios of each student. The D2L ePortfolios serve as a platform for developing each student’s progress of work throughout the time they are enrolled in the School of Journalism, where they would upload all their work, their projects, campaigns, term papers, videos and any other creative works. These enables faculty to continuously monitor the progress of student throughout the courses that the student takes in the school until he or she graduates. The system tracks student achievement data based on ACEJMC core competencies. It also integrates the online diagnostic tests (Writing, Grammar, Law, Ethics) into ePortfolio for total holistic assessment of student achievement. Continuous Analysis of this data will provide evidence of student achievement throughout the course. The ePortfolios serve as as complete document for the students to access and show to potential employers.

D2L is used to:

- Integrate development of student portfolios as a central element across the Journalism curriculum.
- Adopt D2L ePortfolio as the platform for developing students’ portfolios; preserve the web development project in J202 to serve as one artifact in the D2L ePortfolio.
- Include diagnostic and post-test assessments (writing, grammar, ethics, law) in students’ D2L ePortfolios.
- Begin D2L ePortfolio development in J202 with the understanding that portfolios will be continuously improved throughout the curriculum.
• Require students to add completed projects from all upper level JRNL courses into their D2L ePortfolios.
• Encourage students participating in both University-sponsored and external civic engagement activities to include those activities into their D2L ePortfolios.
• Holistically assess D2L ePortfolios at the close of every semester (sophomores completing J202 and graduates).
• Implement a student-mentor meeting to discuss and informally assess each student’s ePortfolio and WordPress website at the midpoint of their curriculum (after J335).
• Utilize D2L Reports & Statistics and Analytics tools to analyze assessment results.
• Improve the curriculum as necessary to address deficiencies uncovered through assessment.

Advanced advertising courses

JRNL 406 Advertising/IMC Campaigns – Students work with real time clients from Carbondale or neighboring areas and even St. Louis and Chicago. External advertising professionals review campaign presentations based on their knowledge of industry standards. They base use a matrix developed by the faculty for these assessments.

JRNL 407 Social Issues and Advertising

A direct, quantitative assessments is administered and has been for more than a decade. Term papers are assessed against nine criteria, including five ACEJMC values – writing clearly, thinking critically, conducting research, using technology and making professional presentations. The term papers are critically evaluated for well researched content, proficiency in conducting secondary research and use of APA writing style,

Internship evaluations

Professors assess student performance during internships based on monthly reports submitted by students on their work, a final comprehensive report and on the evaluations received from employers. Please see Appendix 6 for internship evaluation form used by Studies Program.

Student and graduate satisfaction – The academic adviser conducts a survey to assess student satisfaction with their advisement. Please see copy of survey attached at the end of this assessment plan.
Learning Goals – The School of Journalism seeks to prepare its students for this era of revolutionary technological change in the areas of journalism, advertising and mass communication. The School seeks to instill the values and competencies of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) Accrediting in all of our programs and classes. These values are incorporated in the Unit Values in the School’s Strategic Plan and are reflected in the School’s Mission Statement. The School’s curriculum broadly reflects those values and competencies and the new Online Specialization in Journalism and Mass Communication incorporates these values in all the classes.

Assessment Measures: The School will employing a variety of measures, direct and indirect in the classes that are part of the online Specialization:

- Direct, quantitative measures involving pre- and post-tests assess improvement in grammar skills in introductory writing for the media classes.
- Direct quantitative measures involving pre- and post-tests assess legal knowledge.
- Direct quantitative measures involving pre- and post-tests assess the growth of ethical awareness.

The assessment process uses the ACEJMC recommended learning criteria on the stages of learning:
- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

The undergraduate curriculum in the online certificate will teach the following courses (additional courses may be added later):

News/ Mass Communication

JRNL 160 Mass Communication and Society
JRNL 201 Writing across Platforms
JRNL 332 Journalism Law
JRNL 306i International Media Systems
JRNL 400 History of Journalism
JRNL 419 Specialized Topics in News Reporting
Assessment of online courses – The online courses will be assessed in the same way at the in class curriculum, with assessments of grammar, writing, ethics and law for incoming students and for those exiting. The assessments will be put online so that they can be administered to the distance learners.

Students are administered grammar, writing, law and ethics assessments in their first course in the School of Journalism. The grammar and writing tests are administered several times during the first course in order to bring about improvement early in the student's life in the School. Then students take all four tests again during one of their final classes in the School to measure improvement.

Measures used in assessment courses:

Grammar assessments

The most pervasive direct, quantitative assessment is a grammar pre- and post-test administered in the online JRNL 201 class. The diagnostic currently has two sections — Section A on grammar and Section B on homonyms

Section A on grammar asks students to select the correct word. This section has a total of 40 decision points. Issues include:

- subject-pronoun agreement, where the subject involves “none,” “each,” “news media,” and collective nouns, specifically “class,” “company,” “jury” [versus “jurors”], “prosecution,” “team” and “university”
- subject-verb agreement, where the subject involves “each,” “either/or,” “neither/nor,” “nobody” and “none”
- who versus whom (or variations of each)
- who’s or whose
- that, who or which
- plurals and possessives
- transitive/ intransitive verbs, specifically lay/ lie, in present and past tense
- subjunctive mood

Section B on homonyms asks students to select the correct word. The section has 21 decision points ranging from some easier yet commonly confused homonyms (such as affect/ effect,
council/ counsel and principal/principle) to harder and less commonly used homonyms (such as farther/ further, discreet/ discrete and stationary/ stationery).

Writing Assessment

A multiple choice test assesses the students’ ability to write grammatically and succinctly. It also tests for spelling, Associated Press style, good writing, word usage and punctuation.

Law tests

Quantitative pre- and post-tests of First Amendment and other legal knowledge are administered in the introductory journalism class, J201 and then again in a capstone course.

Ethics tests

The assessment used was devised at the University of Indiana. It focuses on two means. One shows how concerned a student is, on a scale of 1-4 about various unethical practices, such as plagiarism and making up sources. The second mean, judged on the same scale, shows how seriously the student would punish the journalistic infractions. Baseline testing of 2,000 students at the University of Indiana showed that both means were about .16 to .27 better for students in capstone courses than for students in introductory courses. For that reason, our expectation is for a .2 gain in the means. In deciding how many students met or exceeded the expectation, we looked for a .2 gain for students in the capstone course over the average mean for students in the introductory course.

Appendix 1 Grammar Assessment

Grammar Diagnostic Tests

The grammar assessment is first administered in JRNL 201 Writing Across Platforms. The class reaches 30 to 36 students a semester. Before graduation it is administered to graduating seniors in capstone class, J434 and J407.

This test poses both basic and harder grammar questions and is intentionally challenging. Even several instructors who volunteered to take the test missed some questions and scored, on average, roughly 90 percent correct.

The first part has two sections — Section A on grammar and Section B on homonyms.

Section A on grammar asks students to select the correct word. This section has a total of 40 decision points. Issues include:

- subject-pronoun agreement, where the subject involves “none,” “each,” “news media,” and collective nouns, specifically “class,” “company,” “jury” [versus “jurors”], “prosecution,” “team” and “university”
- subject-verb agreement, where the subject involves “each,” “either/or,”
“neither/nor,” “nobody” and “none”
· who versus whom (or variations of each)
· who’s or whose
· that, who or which
· plurals and possessives
· transitive/ intransitive verbs, specifically lay/ lie, in present and past tense
· subjunctive mood

Section B on homonyms asks students to select the correct word. The section has 21 decision points ranging from some easier yet commonly confused homonyms (such as affect/ effect, council/ counsel and principal/principle) to harder and less commonly used homonyms (such as farther/ further, discreet/ discrete and stationary/ stationery).

SIUC School of Journalism Grammar Diagnostic
Section A. Grammar.

None of the officers had 1. *a. his  b. their gun.

Each of the reporters 2. *a. is  b. are sorry for the errors in 3. *a. his  b. their story.

Either Jim or the twins 4. a. is  *b. are going.

Neither the twins nor Mary 5. *a. is  b. are going.

He criticized the news media for 6. a. its  *b. their failure to investigate the allegations.

The jury deliberated for 10 hours before returning 7. *a. its  b. their verdict.


Because none of the state’s witnesses 10. a. agrees  *b. agree on the time of death, neither the jurors nor the judge 11. *a. was  b. were sure the prosecution proved 12. *a. its  b. it’s  c. his case.
Although the football team had its share of disappointments, on Saturday none of the stadium seats were empty.


19. *a. Who b. Whom has been invited? I told Mary to invite 20. a. whoever  *b. whomever she thought would enjoy the movie, but I’m not sure 21. a. who  *b. whom she wants to come.

Police officers 22. a. that  *b. who  c. whom testified were not surprised.

After she listened to all the songs, Mary chose the tune 23. *a. that  b. which was fastest.

Mary selected the loudest song, 24. a. that  *b. which shook the glass cabinet.

25. a. Who’s  *b. Whose idea was it to take a car 26. *a. that  b. which barely runs? All of the animals 27. a. who  *b. that  c. which lived outside the barn ran away when the loft caught fire, and the horses 28. a. who  *b. that  c. which were stabled inside were injured.

The university should change its tuition policy because only students 30. a. that  b. which  *c. who  d. whom have full-time jobs can afford to attend school.

The class doesn’t know 31. a. who  *b. whom to select as 32. *a. its  b. it’s  c. their  d. they’re representative.

Because of the fire, the Smith Brothers Co. lost its store, 34. a. that  *b. which was built in 1890.

The jurors don’t know 35. a. who  *b. whom to select as 36. a. its  b. it’s  *c. their  d. they’re foreman.

While Jon and Ann Jones were gone, fire destroyed the Jones’ home.

Mary taught her puppy to sit and lie down as she 39. a. lie  *b. lay c. laid in bed.

If I 40. a. was  *b. were you, I would move out of that dangerous neighborhood.

**CAUTION!!!! On your answer sheet, SKIP #41 through 50.**

Section B. Homonyms.
If 51. *a. it’s  b. its  c. too  52. a. to  b. too  c. two  53. a. Chile  b. chili  c. chilly in
54. a. hear  b. here, move 55. a. farther  b. further from the door.

John Smith, 56. a. whose  b. who’s running for city  57. a. council  b. counsel, offered
electors a ride to the polls, 58. a. accept  b. except those opposed to his party. Smith hopes this
will win 59. a. their  b. there  c. they’re vote.

You promised to be 60. a. discreet  b. discrete and tell no one 61. a. beside
b. besides our legal 62. a. council  b. counsel.

The judge awarded punitive 63. a. damage  b. damages and ordered the defendant in the 64.
a. suit  b. suite to 65. a. faze  b. phase out 66. a. its  b. it’s use of high-sulfur coal because of
its 67. a. affect  b. effect on the environment

A stash of 68. a. heroin  b. heroine was found in a 69. a. bazaar  b. bizarre location. It was
delivered in a box of 70. a. stationary  b. stationery ordered by the
71. a. principal  b. principle of an elementary school.

Appendix 2 Writing Assessment – The writing assessment also is administered initially in J
201 and later to graduating seniors in capstone class, J434 and J407. It assesses student
knowledge of

• Adjectives and Adverbs
• Syntax to avoid dangling modifiers, unparalleled sentence structure and run-on
  sentences.
• Punctuation
• Concise writing for brevity and clarity.
• Consistent style
• Precise words
• Correct spelling
WRITING DIAGNOSTIC

I. ADJECTIVES/ADVERBS

Directions: Choose the correct word.

He was always one to do things (1. a. different *b. differently). When he was 7 years old, he was (2. *a. already b. all ready) taking apart toy trucks to create one that was (3. *a. altogether b. all together) different from any other.

The theater was (4. *a. already b. all ready) full by 7 p.m. The cast members were (5. a. already *b. all ready) for the curtain call. Everything will be (6. a. alright *b. all right), the director told the nervous first-time performers.

Henry is the (7. a. playfuller *b. more playful) of the two. Nevertheless, he crosses the streets (8. a. careful *b. carefully).
The weather looks (9: a. like  b. as  *c. as if) it is about to change for the better. For the last three weeks, the gloomy skies have caused her to feel (10: a. real  *b. very) bad.

“This will be a (11: *a. historic    b. historical) day if our citizens approve the $5 billion bond issue,” the governor said. "We have (12: a. less    *b. fewer) than a dozen projects, but each is essential to advancing our community," he explained. “I am (13:* a. eager    b. anxious) to learn what you think of the proposal. “

Many college students eat mainly pizzas and cheeseburgers even though they know that fruits and vegetables would be (14: a. healthier  *b. more healthful) for them. But fast food is easier to get; food that’s better for you means going a step (15: a. farther  *b. further).

II. CONCISE WRITING

Directions: Choose the best option to eliminate wordiness without changing the meaning of the sentence.

16. He paid the bill in the amount of $125.
   a. This sentence is concise.
   b. Delete the bill.
   c. *Delete in the amount of and place $125 before bill.

17. There are six columnists who write for our newspaper.
   a. This sentence is concise.
   b. There are six columnists at our newspaper.
   c. *Six columnists write for our newspaper.
   d. Our newspaper has six columnists.

18. Daniel is employed at a software company working as a marketing assistant.
   a. This sentence is concise.
   b. Daniel is employed as a marketing assistant.
   c. *Daniel works at a software company as a marketing assistant.
   d. Daniel is a marketing assistant at a software company.
19. *The council’s decision to restore the funding was completely unanimous, but came as a crushing blow to Comptroller Bill Hanley.*
   a. **This sentence is concise.**
   b. *The council’s decision to restore the funding was unanimous, but was a blow to Comptroller Bill Hanley.*
   c. **The council’s unanimous decision to restore the funding was a blow to Comptroller Bill Hanley.**
   d. *The council’s decision to restore funding was bad for Comptroller Bill Hanley.*

III. PUNCTUATION

Choose the version of each sentence that correctly uses commas.

20. *The sign at the trailhead dictated that all hikers had to have proper equipment, such as a first aid kit, a whistle, a map and a compass.*
   a. *The sign at the trailhead dictated that all hikers had to have proper equipment, such as a first aid kit, a whistle, a map and a compass.*
   b. The sign at the trailhead dictated that all hikers had to have proper equipment, such as a first aid kit a whistle a map and a compass.
   c. The sign at the trailhead dictated that all hikers had to have proper equipment, such as a first aid kit, a whistle, a map, and a compass.

21. Sunburn, poison ivy, insect bites, and injuries are all dangers on a long hike.
   a. Sunburn, poison ivy, insect bites, and injuries are all dangers on a long hike.
   b. Sunburn, poison ivy, insect bites and injuries are all dangers on a long hike.
   c. Sunburn, poison, ivy, insect, bites, and injuries are all dangers on a long hike.

22. What is the correct punctuation for a direct quote?
   a. “The Congress should pass this legislation” the president said.
   b. “The Congress should pass this legislation”, the president said.
   c. “The Congress should pass this legislation,” the president said.
   d. “The Congress should pass this legislation.” The president said.

23. When I asked my boss if my raise had been approved, he said, *(a. No it hasn’t     b. No, it hasn’t. *c. “No, it hasn’t.”)*

24. The public relations vice president said, “Here’s something I want all of you to *[a. know—  b. know; *c. know: ] Your bonus checks are in the mail.”*

25. (*a. Willis’     b. Willis     c. Willises) company had the low bid, according to a WXXZ-TV news report.

26. The president of the Senate said, "I will retire at the end of my term"
   *a. The sentence needs a **period before the quotation mark** used with **term.**
   b. The sentence needs a **period after the quotation mark** used with **term.**
c. The sentence should end with a period and both quotation marks should be eliminated.

27. Club members, all of whom are from Vermont, meet each Tuesday.

*a. The commas before all and after Vermont are used correctly to show that the dependent clause is nonessential.
*b. The commas are used unnecessarily because the clause is essential.
*c. Neither a. nor b. is correct.

Choose the version of each sentence in which semicolons are used correctly in a series.

28.

a. *The dates of David’s three weddings were June 1, 1989; January 25, 1996; and September 8, 2001.
b. The dates of David’s three weddings were June 1, 1989, January 25, 1996, and September 8, 2001.
c. The dates of David’s three weddings were June 1, 1989; January 25, 1996 and September 8, 2001.

29.

a. He ended the first marriage, which only lasted three months, because he was too irresponsible to work on the relationship; the second one, which lasted three years, because he fell in love with another woman and the third one, which lasted two years, because he found out that she was cheating on him.
b. He ended the first marriage, which only lasted three months, because he was too irresponsible to work on the relationship, the second one, which lasted three years, because he fell in love with another woman, and the third one, which lasted two years, because he found out that she was cheating on him.
c. *He ended the first marriage, which only lasted three months, because he was too irresponsible to work on the relationship; the second one, which lasted three years, because he fell in love with another woman; and the third one, which lasted two years, because he found out that his wife was cheating on him.

IV. SPELLING

Directions: Select the correct word.
30. The city editor told the new reporter to walk down the center (*a. aisle, b. isle) to the back of the newsroom to get to his desk.

31. In his State-of-the-State speech, the governor made an (*a. allusion  b. illusion) to a tax increase.

32. The new reporter’s belief that she could get a page-one assignment was (a. an illusion   b. an allusion   * c. a delusion).

33. But that did not (a. altar   *b. alter) her determination.

34. His top (aid, aide) put (a lot, alot) of thought into writing effective platform.
   a. aid, a lot
   b. aide, alot
   c. aid, alot
   d. *aide, a lot

35. Mayor Day said he is (*a. averse   b. adverse) to the concept of bidding.

36. The student suffered a broken leg and felt (*a. awful   b. offal) for days.

VI. SYNTAX

37. Which of the sentences below represents a comma splice.
   a. George could not make it, so we left without him.
   *b. George could not make it, we left without him.
   c. George could not make it; we left without him.

38. Which of the following sentences uses the active voice?
   a. The ball was thrown by John.
   b. He was taken to the hospital by an ambulance
   *c. The pitcher stared at the hitter with hatred in his eyes.

39. After meeting deadline, the editor thanked me for being punctual and dependable.
   The sentence above is an example of…
   a. Comma splice
   b. Gerund
   *c. Misplaced or dangling modifier

Select the sentence with the best syntax (logical structure).
40.  
   a. To go through the preparation required to become a physician, hard work and perseverance are as necessary as good grades.
   
   *b. Becoming a physician requires hard work and perseverance as well as good grades.
   
   c. In preparing to become a physician, hard work and perseverance are as necessary as good grades.

41.  
   a. In his address before the National Press Club, the president said he will ask Congress to pass legislation that will end poverty today.
   
   *b. In his address today before the National Press Club, the president said he would ask Congress to pass legislation that would end poverty.
   
   c. Today in his address before the National Press Club, the president said he will ask Congress to pass legislation that would end poverty.

42.  
   a. The advertising director said she would, if at all possible, approve a 5 percent raise for all staff members.
   
   b. The advertising director said, if at all possible, she would approve a 5 percent raise for all staff members.
   
   c. The advertising director said she would approve a 5 percent raise for all staff members if at all possible.

Choose the correct answer.

43. Calling from the home office in Austin about a tornado further north, Warren was on his way.
   
   This is a…
   
   a. Sentence fragment
   b. Run-on or fused sentence
   c. *Misplaced or dangling modifier
   d. No error in the sentence

44. He observed that the sky was opaque, like a huge movie screen.
   
   This is a…
   
   a. Sentence fragment
   b. Run-on or fused sentence
   c. Misplaced or dangling modifier
   d. *No error in the sentence

45. Suddenly, a pulsing ribbon of tornado.
   
   This is a…
   
   e. *Sentence fragment
   f. Run-on or fused sentence
   g. Misplaced or dangling modifier
   h. No error in the sentence
VII. WORD CHOICE

Directions: Select the correct word choice in the sentences below.

46. I will ____________ you to swim.
   a. learn
   b. *teach
   c. either of the above
   d. none of the above

47. A large ____________ of disgruntled men barred the entrance.
   a. amount
   b. *number
   c. either of the above
   d. none of the above

48. What honor is there ____________ the forty thieves?
   a. * among
   b. between
   c. either of the above
   d. none of the above

49. I did not make it to the movie last night ______ all the homework I had to do.
   a. due to
   b. * because of
   c. either of the above
   d. none of the above

Appendix 3 Law – This assessment tests First Amendment knowledge of students when they enter the program in J 201 and when they graduate in J 407 and 434.

Freedom of Speech and Press

31. The First Amendment to the U.S. Constitution prohibits editors of such privately owned newspapers as *The New York Times* or *The Wall Street Journal* from censoring information and opinion in their papers.

   A. True       B. False       C. Don’t Know

32. The U.S. Supreme Court has ruled that under the First Amendment the government may never impose a prior restraint on the news media even if the government’s purpose is to prevent publication of information about national affairs that the government says would threaten the national security.

   A. True       B. False       C. Don’t Know

33. Under the First Amendment, the public has a right to know whatever information the government has in its possession.
34. The Federal Freedom of Information act requires that, in general, the public has a right of access to records held by federal independent regulatory agencies, although it provides exceptions that allow those agencies to keep some records secret.

A. True  B. False  C. Don’t Know

35. Libel refers to the publication of statements that injure someone’s reputation, that lower the person’s esteem in the community. To win a libel suit against a newspaper, which of the following must the plaintiff who is a public official prove?
   1. The libel was published
   2. The words were of and concerning the plaintiff.
   3. The material was defamatory.
   4. The material was false.
   5. The defendant (in this example, the newspaper) was at fault.

A, 1 only  B. 1&2  C. 1 through 3  D. 1 through 4  E. All five  F. Don’t Know

36. State and federal courts in the United States have consistently said the First Amendment protects the right of the press to publish information that is true even if it is private information.

A. True  B. False  C. Don’t Know

37. Obscene speech is not protected by the First Amendment.

A. True  B. False  C. Don’t Know

38. The U.S. Supreme Court has interpreted the First Amendment to protect burning the American flag as a form of expression.

A. True  B. False  C. Don’t Know

39. In the United States, if the government imposes regulations on the time, place, or manner of a political protestor’s expression, those regulations must be content neutral if they are to satisfy the First Amendment standards set by the U.S. Supreme Court.

A. True  B. False  C. Don’t Know

40. The Sixth Amendment to the U.S. Constitution requires that the media ensure criminal defendants receive a fair trial.
A. True  B. False  C. Don’t Know

41. The U.S. Supreme Court has interpreted the First Amendment to mean that journalists have a right to use cameras in courtrooms.

A. True  B. False  C. Don’t Know

42. The U.S. Supreme Court has interpreted the First Amendment to mean that journalists have a right to refuse to testify in court or before a grand jury in order to protect their confidential sources of information.

A. True  B. False  C. Don’t Know

43. Since the 1970s the U.S. Supreme Court has recognized that commercial speech (advertising) is entitled to First Amendment protection, provided the advertising is for legal products and services and is not false or deceptive.

A. True  B. False  C. Don’t Know

Appendix 4 Ethics – This assessment tests ethical awareness of students when they enter the program in J 201 and when they graduate in J 407 and 434.

Ethical Climate
1. In your experience in college so far, how many students engage in academic dishonesty (cheat on tests and exams, plagiarize from documents and the Internet, make up information and quotes, etc.)?

A. Most  B. Many  C. Some  D. Few  E. None  F. Don’t Know

2. If you know or believe that a number of students engage in academic dishonest, how concerned are you about their behavior?

A. Most  B. Many  C. Some  D. Few  E. None  F. Don’t Know

3. If you observed a fellow student cheating in a test or exam, would you report the student to the instructor?

A. Yes  B. No  C. Don’t Know

4. If you observed a fellow student copying from your test or exam, would you report the student to the instructor?

A. Yes  B. No  C. Don’t Know
A. Yes  B. No  C. Don’t Know

5. Would you try to stop the student from copying from your test or exam?
A. Yes  B. No  C. Don’t Know

6. Have you ever reported a fellow student for cheating?
A. Yes  B. No

7. How concerned are you about your fellow student’s engaging in any of the following?
   Inventing sources (people they quote in their stories)
A. Very  B. Quite  C. Somewhat  D. Not at All  E. Don’t Know

8. Making up quotes
A. Very  B. Quite  C. Somewhat  D. Not at All  E. Don’t Know

9. Using information from the Internet without attribution
A. Very  B. Quite  C. Somewhat  D. Not at All  E. Don’t Know

10. Journalism majors sometimes report that the pressure of deadlines in their skills courses on top of the pressures in other courses, in extracurricular activities and jobs, and in their private lives, causes them to violate certain ethical requirements in these journalism courses. Under these circumstances, how justified do you think these practices are?
A. Very  B. Quite  C. Somewhat  D. Not at All  E. Don’t Know

From time to time, journalists are found to have plagiarized or fabricated information in a story.

11. How concerned are you when you hear that a journalist plagiarized a story?
A. Very  B. Quite  C. Somewhat  D. Not at All  E. Don’t Know

12. How concerned are you when you hear that a journalist fabricated material for a story?
A. Very  B. Quite  C. Somewhat  D. Not at All  E. Don’t Know

13. How concerned are you when you hear that a journalist made up a source for a story?
A. Very  B. Quite  C. Somewhat  D. Not at All  E. Don’t Know

14. How do you think a news organization should handle a situation when an employee has been found to have plagiarized?
15. How do you think a news organization should handle a situation when an employee has been found to have fabricated material for a story?
A. Fire the employee  B. Move the person to another position  
C. Reprimand in some other way  D. Do nothing

16. How do you think a news organization should handle a situation when an employee has been found to have made up a source for a story?
A. Fire the employee  B. Move the person to another position  
C. Reprimand in some other way  D. Do nothing

We would like to know some general information about you.

17. Gender:  A. Male  B. Female
18. Year:  A. Freshman  B. Sophomore  C. Junior  D. Senior

Area of interest (mark one or two):
A. Newspaper  B. Broadcast Media  C. Magazine  D. Online Media  E. Other/Undecided