

Las Positas College
Curriculum Committee Meeting
02/02/2026
5.0 First Reading Packet

5.1. Course Modifications

- JAMS 21C Express College Newspaper C



Course Modification: JAMS 21C - Express College Newspaper C

Course Modification: JAMS 21C - Express College Newspaper C (Launched - Implemented 12-28-2025)

compared with

JAMS 21C - Express College Newspaper C (Active - Implemented 08-15-2021)

Admin Outline for Journalism and Media Studies 21C Express College Newspaper C

Effective: Fall 2021 2027

Catalog Description:

JAMS 21C - Express College Newspaper C

3.00 Units

An applied course in which students practice and refine advanced journalism skills ; including for recognizing, The acquiring, producing Express , and distributing its online version, LPCExpressnews. com. Students will work with a team to recognize, acquire, produce, and distribute content for the print and online ~~editions-of-the~~ student newspaper ~~,the-Express .~~ Focus This is course on includes practice with leadership, editing the work of others, improving writing ~~and multimedia-~~ skills, and improving ~~the multimedia Express skills~~ . Enhanced leadership ~~role roles includes include~~ outreach to the community and representation as a journalist and leader at events. Students develop ~~-advanced~~ abilities in writing, photojournalism, business management, graphic arts, design, ~~social-media layout , and leadership social and editing skills.~~ ~~Students will produce newscasts, an infographics, and reader surveys media~~ . The course includes ethical, practical, and legal issues in journalism. Students should serve in a leadership role. -

1 Units Lecture 2 Units Lab

Recommended Course Preparation: JAMS 21B

Course Grading: Optional

Total Lecture Hours	18
Total Lab Hours	108
Total Inside of Class Hours	126
Total Outside of Class Hours	36
Total Student Learning Hours	162

Justification for course proposal

Discipline:

Mass Communication, or Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Work as a productive team member of a newspaper staff with increased responsibility from ~~MSCM~~ JAMS ~~16B~~ 21B
- B. Explain and help facilitate the newspaper production process from story idea to completed product, including leading others in all steps related to recognizing, acquiring, producing, and distributing the print and online newspaper
- C. Write – _ and lead others in writing typical genre stories in three or more of the following sections: news, feature, opinion, sports, or arts and entertainment
- D. Create story packages and lead others in creating story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or video
- E. Edit stories and lead others in editing stories for publication in print and online
- F. Use social media and lead others to use social media to effectively supplement the online and print editions of the newspaper
- G. Use multimedia and lead others in using multimedia to ~~tell effectively~~ a supplement story the for ~~at least two specific sections~~ online and ~~using print~~ at least two different forms editions of ~~social the media newspaper~~
- H. Serve as a section editor, copy editor, multimedia editor, web editor, or in ~~a~~ another leadership position on the newspaper
 - I. ~~Lead~~ Take a leadership role in a critique of the newspaper after publication, including the online edition, multimedia elements, and use of social media
- J. Refine, apply, and lead others in applying advanced skills in writing, editing, critical thinking, page design, photo planning, and online content development
- K. Assume a leadership role in mentoring newer staff members and in helping to improve the print, online, multimedia, and social media aspects of the newspaper continuously to better meet the needs of the readership of the Las Positas College community
- L. Practice, discuss, apply, and lead others in applying journalistic standards of ethics and explain and discuss press law regarding matters of libel and privacy
- M. ~~Create~~ Work at with ~~least others~~ one to ~~five-minute~~ create ~~newscast~~ multimedia and social media for ~~publication in~~ the online edition of the newspaper
- N. ~~Design~~ Work with others to design and create at least one infographic for use in the either the online or print edition of the newspaper
- O. ~~Design~~ Work with others to design and create at least one reader ~~survey~~ forum for use in the online ~~edition~~ or prinedition of the newspaper
- P. Perform outreach to recruit new staff members at campus events in the community
- Q. Represent the newspaper as a leader and journalist at events such as forums for hiring administrators, meetings, celebrations, and conferences

Course Content:

Lab:

1. Staff Meetings — Plan and hold staff meetings to plan for print and online production of all elements of a story or other content.
2. Editorial Board Meetings — Participate in editorial board meetings to define leadership tasks and goals and to work effectively with all members of the team.
3. Story and Visual Creation — Work with staff to recognize and acquire sources, visuals, and graphics for all content.
4. Story and Visual Creation — Work with staff to edit and revise content for online and print production.
5. Design and Production — Work with staff to design, edit, and layout content using different media platforms using software and working with various text and visual attributes to create effective media.
6. Distribute — Distribute content to the campus community and online using different media.

Lecture:

1. Leadership and increased responsibility relating to preparing for, researching, and writing stories in specific genres. Model, guide, and lead others in
 1. Defining newsworthiness and applying news judgment
 2. Finding and recognizing stories
 3. Conducting research and interviews
 4. Organizing thinking
 5. Writing ~~the~~ stories ~~story~~ and visuals
 6. Revising ~~the~~ stories ~~story~~ and visuals
 7. Working with an editor on ~~the~~ stories ~~story~~ and visuals
 8. Reporting on meetings, speeches, special events, and specific beats
2. The newspaper staff and the production process

1. Work with and lead writers, editors, **business** multimedia staff, and the online and print production staff
 2. Work with outside **vendors** entities such as advertisers and the printer to facilitate publication of the newspaper
 3. Participate in production, including issue planning, story assignments, deadlines, editing, revisions, online and print production, multimedia production, social media, and post-production
3. Leadership relating to preparing for print and online issues of the newspaper. Model, guide, and lead others in
1. Story development in at least three genres
 2. Beat coverage
 3. Newspaper policies
 4. Functioning as a member of a team
 5. Page design
 6. Web content management
 7. Multimedia development
 8. Social media development
4. Create and lead others in creating story packages with multiple elements and model, guide, and lead others in writing, layout, design, and online and print production
1. Advanced print and online writing, including headline and **cutline** caption writing
 2. Advanced layout and graphic design, including creation of infographics
 3. Use layout and graphic design software
 4. Advanced online production, including development of multimedia and social media skills
 5. Use online production methods with increasing proficiency

5. Model and lead others in using journalistic style, standards, and traditional news values

1. Advanced use of the Associated Press Style Guide
2. The inverted pyramid and other styles
3. The importance of the lead and ~~nut-graph~~ nutgraph
4. Accuracy as the foundation of journalism

6. Lead others in using social media as part of the distribution process

7. Advanced photojournalism and/or multimedia techniques

1. Shooting and/or selecting photographs and video for print and online publication
2. Planning for and executing multimedia, including videos and ~~slideshows~~ online images
3. Using social media to enhance newspaper coverage and outreach ~~in at least two sections and using at least two forms of social media~~ _

8. Leadership with respect to the newspaper's evolving audience

1. Outreach
2. ~~Express~~ The newspaper as a business
3. Advertising
4. Online presence

1. Website

2. Social media

5. Distribution

9. Lead others in an effective critique of ~~a~~ the publication
10. Writing, editing, critical thinking, page design, photo planning, and online content development
 1. Model and apply skills
 2. Lead and guide others to develop skills
11. The leader as mentor
 1. Leadership styles
 2. How to coach writers, photographers, and other members of the staff
12. Lead others to understand ethical and legal issues in journalism and photojournalism
 1. Ethical issues
 2. Legal issues
 3. ~~Refining Express-~~ Refine policies and practices with respect to ethical and legal issues as needed
13. ~~Newscast~~ Multimedia for online edition
 1. Working as a team, ~~write to the create script online for a newscast media~~
 2. ~~Working as a team, shoot and edit the newscast~~
 3. Distribute newscast online
14. Infographic for print or online edition
 1. Recognize information suitable for presentation as an infographic

2. Acquire, design, produce, and publish an infographic

15. ~~Reader survey for online edition~~

1. ~~Recognize information suitable for reader survey~~

2. ~~Acquire, design, produce,~~ Outreach and ~~publish a reader survey~~

3. ~~Working with others on staff, analyze the results of the reader survey.~~

16. ~~Outreach to community and/or on-campus~~

17. ~~Leadership~~ leadership in the campus community

Methods of Instruction:

1. Guest Lecturers - in media or related fields
2. Individualized Instruction - coached supervision in necessary activities such as leadership, communicating and collaborating with colleagues, editing, writing, copyediting, online and print production, and proofreading
3. Lecture - covering all phases of newsgathering, writing, online and print production, and distribution
4. Field Trips - to relevant locations such as newspapers ~~or~~ , television stations , or conferences
5. Projects - take a leadership role in guiding production of the newspaper, including writing, editing, guiding, and creating multimedia project
6. Critique - "Hell Sheets" in which the class critiques issues for strengths and weaknesses. Students will be asked to take a leadership role in the critiques.
7. Field Trips - to journalism conferences featuring workshops, competitions, and opportunities to network
8. Brainstorming/planning/discussing at staff meetings and in editorial board meetings
9. Group decision-making in which students plan, delegate and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal considerations, with advisers providing appropriate advice and counsel and students demonstrating increasing proficiency in leading, guiding, and collaborating with others

Typical Outside-of-Class Assignments

A. ~~Other:~~

Project:

Prepare for, research, write, and produce online content featuring relevant campus news.

- A. Reading :~~Read all news stories published during a period covered by a contest (usually one year); select the best news stories, and, working with the adviser, submit the stories for judging. :~~ Prepare for, research, write, vet, edit, and publish an editorial about a significant legal or ethical issue relevant to readers.
- B. Reading:
Read all stories and visual elements published during a period covered by a contest (usually one year), select the best stories and visuals, and, working with the adviser, submit the work for judging.
3. ~~Writing: Prepare for, research, write, vet, edit, and publish an editorial about a significant legal or ethical issue relevant to readers.~~
4. ~~Multimedia: Prepare for, research, write, and produce an online newscast featuring relevant campus news.~~

Methods of Evaluating Student Progress

A. Class Participation

~~1. Weekly~~

1. Weekly

B. Class Work

1. Weekly

C. Group Projects

1. Weekly

D. ~~Portfolios~~ Lab Activities

~~1. Once at the end of the semester~~

1. Weekly

E. Projects

1. Weekly

F. Research Projects

1. Once per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. ~~Upon completion of JAMS-21C, the student will be able to critique~~ Critique The Express, demonstrating intermediate-to-advanced understanding of the standards of journalism, including effective use of

journalistic writing style, visuals, design, layout, and editing.

- B. Show knowledge of advanced newspaper layout and design by developing pages for the school newspaper that include elements such as text wraps, font variety, and use of visual elements in the print edition.
- C. Show advanced understanding of the processes of distribution of content on different media platforms.

Textbooks (Typical):

OER:

1. Tara Cuslidge-Satiano *A Guide to Newswriting*. 2nd /e, Tara Cuslidge-Satiano, 2022.
<https://clpccd.instructure.com/courses/52098/assignments/syllabus>.

Textbook:

1. ~~Ian Lamont~~ ~~*Lean Media: How To Focus Creativity, Streamline Production, and Create Media that Audiences Love*~~. 1st ed., i30 Media Corporation, 2017.
2. ~~Brian Carroll~~ ~~*Writing and Editing for Digital Media*~~. 3rd ed., Routledge, 2017.
3. Harrower, Tim and Julie Elman, *The Newspaper Designer's Handbook*. 7th ed., McGraw-Hill, 2012.
4. Associated Press *The Associated Press Stylebook and Briefing on Media Law* ~~2019~~ 2022-2. ~~53rd~~ 2022-
24 ed., Basic Books, ~~2019~~.
5. ~~Kanigel, Rachele~~, ~~*The Student Newspaper Survival Guide*~~. 2nd ed., Wiley-Blackwell, 2012 2022.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Typical Assignments
- Textbooks/Materials

Requisite Skills

Before entering this course, it is required that a student be able to:

A. JAMS 21B

1. Work as a productive team member of a newspaper staff with increased responsibility from JAMS 21A
2. Explain the newspaper production process from story idea to completed product, including all steps related to recognizing, acquiring, producing, and distributing the print and online newspaper
3. Write typical genre stories in at least two of the following sections: news, feature, opinion, sport, or arts and entertainment
4. Create story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or other visual elements

5. Edit stories for publication in print and online
6. Use social media to effectively supplement the online and print editions of the newspaper
7. Serve in a leadership role for the newspaper
8. Lead a critique of the newspaper after publication
9. Refine and apply skills in writing, editing, critical thinking, page design, photo planning, and online content development
10. Assume a leadership role in working to improve the print and online newspaper continuously to better meet the needs of the readership of the Las Positas College community
11. Practice, discuss, and model journalistic standards of ethics and explain and discuss press law regarding matters of libel and privacy

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.

After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree at LPC.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with my colleague and our dean and after hearing from students in the class.

[Prior note]

As students become more tech-savvy, more of their research can be conducted online and more of their work can be posted directly online. They may use technology at remote places to cover events as part of their work in the class (examples: live-Tweeting a playoff game or filming and editing a protest video). Now seems to be a good time to change the courses to a hybrid model since the newspaper is moving toward more reliance on digital production and distribution. Some other colleges in California offer these classes as hybrid classes.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record .
- [The same assignments in the course outline of record can be completed by the student and graded by the instructor .](#)
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: This will be done on a weekly basis, at minimum.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: This will be done on a weekly basis.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: This will be done on a weekly basis, at minimum.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: We will meet as a class two times per week. Individual web conferencing will also take place as a supplement [on an as-needed basis](#) . .

- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Social networking is used several times per week.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: *This will be done on an as-needed basis.*
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: This will be done on a weekly basis.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: This will be done on a weekly basis.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Students will email each other on a weekly basis to produce content for the online Express.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Students will work with editors on a weekly basis to produce content for the online Express.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: This will be done on a weekly basis.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: This will be done on a weekly basis.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: Social networking is used several times per week.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: We will meet as a class two times per week. Students will interact with each other during these conferences and may set up additional times to meet.

Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: This will occur on a weekly basis.
- **Written papers:** *Papers will be written on various topics.*
Frequency: This will occur on a weekly basis with student stories and images due about 6 or 7 times during the semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: This will occur on a weekly basis with student stories and images due 6 or 7 times during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: ~~Twelve~~ Two Leadership Checks will be included in the class ~~with one given~~ per ~~week~~ month until they are completed. A final group project will be given during finals week.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Once per week synchronous lectures will be given. Asynchronous and synchronous guest lectures are also planned.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Two times per month video will be used to help with understanding.

- **Field Trips:** *Students will attend live or virtual field trips.*

Frequency: Two virtual field trips per semester.

- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*

Frequency: This will be done on a weekly basis.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: This will be done on a weekly basis.

- - **Other:** -

Frequency: - ~~Students will work on the semester-long creation of a portfolio.~~

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU [- Approved](#)

Codes and Dates

Course CB Codes

CB00: State ID

CCC000595147

CB03: TOP Code

060200 - Journalism

CIP Code

[09.0401 - Journalism.](#)

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

5.2. Course Deactivations

- KIN DV1 Springboard Diving
Justification: Not offered in 3 or more years.
- PHIL 5 Feminist Philosophy
Justification: The last few times we have offered it, the course was very low enrolled and had to be cancelled. It might fill better online, but it is a class I think would be better in person due to its topicality. We don't have any instructors with a strong background in the topic. Other courses in the areas of gender studies and women's studies exist now on campus, making the course less essential than it felt when I created it 20 years ago.
- LIBR 6 Research in Special Subjects
Justification: Has not been offered in 3 or more years.