



United Nations
Educational, Scientific and
Cultural Organization

CI-2007/WS/7 REV.

UNESCO Series on Journalism Education

Model Curricula for Journalism Education

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Foreword

Over the last few years, the number of news media outlets in developing countries and emerging democracies has grown rapidly. There has been an increased recognition of the crucial role of journalism in promoting democracy, and this has created an urgent demand for well-trained journalists. As the lead UN agency in promoting freedom of expression and access to information and knowledge, UNESCO has taken various initiatives to improve the quality of journalism education worldwide. In December 2005, in response to numerous requests from Member States for help in the design of journalism education curricula, UNESCO convened an experts' consultative meeting in Paris. Major outputs of the consultation were the identification of courses, which should be included in a journalism curriculum.

A team of four UNESCO experts, commissioned for the initial development of the journalism education curricula initiative, solicited a response to their first draft from twenty senior journalism educators who were deemed to have considerable experience working in developing countries and emerging democracies. Their responses proved to be essential for the establishment of appropriate and applicable curricula. The revised draft design thus featured a list of courses for both undergraduate and post-graduate levels, a brief description of each course and an outline of fundamental journalism competencies. Journalism instructors with experience working in developing countries or emerging democracies were then carefully selected from Africa, Asia, Europe, the Middle East, and North and South America to write the syllabuses for seventeen core courses. The draft curricula was reviewed at a second experts' consultative meeting at UNESCO in Paris, selecting a number of model syllabuses to qualify the document for formal presentation to the World Journalism Education Congress in June 2007 in Singapore.

I thank the many journalism educators from all regions of the world who have

participated in this project, be it the members of the experts' panel, those who responded to the team inquiries, those who formally reviewed the draft curricula, or those who wrote the syllabuses. I would also like to thank those who designed the curricula, experts Michael Cobden (coordinator), Stuart Adam, Hans-Henrik Holm, and Magda Abu-Fadil. Finally, my gratitude goes to the Asian Media Information and Communication Centre (AMIC) and the World Journalism Education Congress for allowing us to present the curricula at their joint congress in Singapore.

The model journalism curricula will be translated into French, Spanish, Arabic, Russian and several other languages, and will be widely distributed among journalism schools in both developing countries and countries in transition. The document will be available for consultation via the UNESCO website, which will feature links to a database listing journalism courses and programs worldwide, and will provide an online interactive forum for journalism educators and others to discuss the curricula and related issues. UNESCO further intends to organise regional meetings to develop national bibliographies and discuss how the curricula can be adapted according to the needs and resources of different countries.

Our hope is that journalism schools and individual instructors everywhere will find inspiration and assistance from these curricula. We know that journalism, and the educational programmes that enable individuals to practice and upgrade their journalistic skills, are essential tools for the underpinning of key democratic principles that are fundamental to the development of every country.

Abdul Waheed Khan
Assistant Director-General for Communication and Information,
UNESCO

Unesco Model Curricula For Journalism Education

1. Background

In December 2005, UNESCO convened a meeting of journalism educators in Paris to consider the broad outlines of a curriculum in the study of journalism that would be suitable for use in developing countries and emerging democracies. The initiative was a response to requests for guidance from UNESCO member states seeking to establish journalism programs within their educational systems. Following the December meeting, UNESCO appointed a working group, Michael Cobden (co-ordinator), G. Stuart Adam, Hans-Henrik Holm, and Magda Abu-Fadil, to propose a detailed curriculum and present it to the first World Congress of Journalism Educators in Singapore, June 2007.

2. Introduction

As a source of information, analysis and comment on current events, journalism performs a number of functions in modern societies. The basic goal of most journalists, however, is to serve society by informing the public, scrutinizing the way power is exercised, stimulating democratic debate, and in those ways aiding political, economic, social and cultural development. A journalism education should teach students how to identify news and recognize the story in a complex field of fact and opinion, how to conduct journalistic research, and how to write for, illustrate, edit and produce material for various media formats (newspapers and magazines, radio and television, and online and multimedia operations) and for their particular audiences. It should give them the knowledge and training to reflect on journalism ethics and best practices in journalism, and on the role of journalism in society, the history of journalism, media law, and the political economy of media (including ownership, organization and competition). It should teach them how to cover political and social issues of particular importance to their own society through courses developed in co-operation with other departments in the college or university. It should ensure that they develop both a broad general knowledge and the foundation of specialized knowledge in a field important to journalism. It should ensure that they develop — or that they have as a prerequisite — the linguistic ability necessary for journalistic work in their country, including, where this is required, the ability to work in local indigenous or vernacular languages. It should prepare them to adapt to technological developments and other changes in the news media.

Journalism education is offered in many different ways by many different organizations with different educational traditions and resources, in many different settings, circumstances and cultures, and in many different political conditions. Our simple guiding principle has been to develop a strong core educational structure with a balance between the practical and the academic. We acknowledge that

many successful mid-career training programs exist at specialized institutions, some independent, some funded by donors, some sponsored or run by the news media industry, and we include (as Appendix 1) a diploma program that may be adapted to mid-career training. We do believe, however, that study in university disciplines should continue to be seen as basic to professional training in journalism, and this document focuses on journalism education as offered in universities at undergraduate and post-graduate levels. We do not assume or assert that the curricula we have developed will suit every situation; our only claim is to have tried to develop models that, once adapted to local conditions, will lay a foundation for good journalism education. We know that the success of any curriculum depends on having good instruction and a good environment for achieving its goals.

We restrict these curricula to the education of students to practise journalism, as distinct from preparing students for the academic study of the way people and organizations communicate through the mass media. We do include coursework to help students understand the context for the practice of journalism, including its history and ways in which the news media are organized and function in a society. We also aim to prepare students to be critical of their own and others' journalism practice. Our curricula, however, do not include coursework in communication studies (or mass communications or mass media studies) or in film studies, information studies, public relations, or advertising, all of which we feel should be offered separately.

Journalism education in universities is normally organized around three curricular axes or lines of development:

- i. An axis comprising the norms, values, tools, standards, and practices of journalism;
- ii. An axis emphasizing the social, cultural, political, economic, legal and ethical aspects of journalism practice both within and outside the national borders; and
- iii. An axis comprising knowledge of the world and journalism's intellectual challenges.

The coursework along the first axis prepares students to report, write and edit for the various media. It represents the core of any program designed to prepare students for careers in journalism. It should be noted, however, that the professional skills of journalism involve methods of knowing and thinking as well as recording and representing. A weakness of much of journalism education arises out of a failure to grasp the degree to which education in university disciplines constitutes (with reporting and writing) the foundations of the practice of journalism. On the other side of this equation, journalism students need training in the techniques of journalism and the use of equipment, by competent practising journalists, not just as occasional

visitors but as respected — and appropriately paid — members of the teaching staff. To enrich the practical side, every program should include an internship (or placement) at a news media outlet, and journalism schools should develop partnerships with local news media. These partnerships may include practical seminars conducted by journalism instructors working with respected journalists, seconding of faculty to news media outlets or exchanges, and joint projects. Schools may arrange for seminars to be held on site at the media organization with the aim of giving students access to technology and information services that they don't have at school. Such partnerships may serve to narrow the gap between academic journalism programs and the industry. The news media industry should be encouraged to give journalists the time to engage in university or college study, and to give journalism instructors the opportunity to upgrade their professional skills.

The coursework along the second axis elucidates the institutional and societal contexts within which journalists function and connects the practice of journalism to related human activities. Such studies strengthen professional identity, values, and goals through an understanding of democratic functions and legal and moral constraints. They should emphasize professional and ethical attitudes and knowledge and the importance to democracy of independent journalism.

The coursework along the third axis exposes students to modern knowledge. In this respect, journalism is not a stand-alone discipline. It should be combined with education in the disciplines of arts and sciences, and we encourage journalism educators to steer their students towards study that expands and enriches the language of public life. We also encourage journalism educators to collaborate with their colleagues in related fields.

A curriculum in journalism education should include units in what we have called the foundations of journalism, which are designed to promote prerequisite intellectual and craft skills. These foundations include:

- An ability to think critically, incorporating skill in comprehension, analysis, synthesis, and evaluation of unfamiliar material, and a basic understanding of evidence and research methods.
- An ability to write clearly and coherently using narrative, descriptive, and analytical methods.
- A knowledge of national and international political, economic, cultural, religious, and social institutions.
- A knowledge of current affairs and issues, and a general knowledge of history and geography.

We begin our model curricula for undergraduate programs with such foundations

because we believe a number of basic skills and capacities cannot be assumed when students begin their undergraduate studies in journalism. The axis that guides the portion of the curriculum dedicated to intellectual development therefore includes journalism as well as arts and science courses.

The model curricula we propose below reflect the principles of the three axes. But there are two other principles that have also guided our work and that should be noted at the outset. One leads to a special emphasis on writing and reporting; the other leads to a careful allocation of time in the curriculum to ensure that courses dedicated to content and intellectual development are not marginalized.

In each of the model curricula below, we propose that reporting and writing courses develop through a number of tiers in each semester of the program. As we will see, these courses constitute a curricular core or spine, which promotes the refinement of writing and craft skills, makes it possible to offer journalism education even without the latest equipment (though computers are essential), and points the way, where there is time in the curriculum, towards specialization in a single field such as politics, economics, arts and culture, social issues, international relations, and natural and physical science and associated subjects such as the environment, health, and technology. In other words, the goal is to form journalists who are in command of the complex skills marking the craft and are also in command of the knowledge and thought to support the reporting and analysis called for in a beat. The vision guiding the formation of journalists and expressed in the model curricula we propose therefore emphasizes intellectual development and the crafts of reporting and writing over sub-specialization in the various media.

The second goal is strongly related to the first. We propose that the development of intellectual capacities, begun in the units of the journalism foundations course, be pursued not only in journalism courses but also in arts and science courses that would include, in the case of university students, a specialized academic field. The coursework in the arts and sciences would not simply provide a general background to professional courses, but would also include a disciplinary specialization. A university may combine the study of journalism with any discipline or interdisciplinary field of study providing it offers a minimum of three tiers of study (in a three-year degree) or four (in a four year degree) in that discipline or field. The journalism student would thus be able to take three or four full-year courses in such a discipline or field while progressing through three tiers of reporting instruction. Put differently, we propose that journalism students in university programs qualify not only in journalism but also in a separate academic field. We acknowledge that this may not be possible in all universities. Where fewer resources are available, the program could offer something more modest. The principle, however, remains, that

concentration in a second discipline enlarges students' grasp of ways of thinking and sets them up for specialization later in their career.

There are three categories of courses in these curricula, corresponding to the three axes: professional practice, journalism studies, and arts and sciences. Assigning each course in the three-year bachelor's program to one of these categories, and assigning each course the credit value we think it deserves, we estimate that in the first year 20% of coursework is in professional practice, 10% in journalism studies, and 70% in arts and science. In the second year, the percentages are 40%, 20% and 40%. In the third year, 80% of courses are in the professional category and 20% in arts and science. Those percentages add up to the following balance for the three-year bachelor's program: professional practice, 47%; journalism studies, 10%; arts and science, 43%. We stress that this is an estimate. The credit value for individual courses should be calculated according to the system in place at each educational institution and the number of courses students are expected to take each year. Looked at a little differently, the balance for the three-year program may be calculated as: professional practice, 40%; journalism studies, 10%; arts and science, 50%.

Each university should decide whether to specify which arts and science courses, individually or packaged, should be required, encouraged, or permitted in a journalism program. This will depend, among other things, on the level of education in the various disciplines students attained at high school and on courses available to students in the university.

This document includes (as Appendix IV.2) a list of competencies that these curricula are designed to help students achieve. It also contains (as Appendix IV.3) detailed course outlines (syllabuses) for a number of core courses. These outlines contain suggested methods of assessment. In addition, schools may wish to develop their own statement outlining how students' level of achievement should be assessed.

3. Journalism Curricula

Journalism is taught at various levels, from secondary school to master's programs. This document offers model curricula for three levels: a university bachelor's degree (three years and four years); a two-year master's degree (for students with and students without a journalism background); and (Appendix 1) a two-year diploma program that may be taken as a basic preparation for journalism or as a bridge from secondary school to a university program in journalism. University-based schools of journalism may, as part of their admission procedures, establish a credit system in which work done in a diploma course would be assessed for credit towards a bachelor's degree. A one-year diploma program to meet the upgrading needs of practising journalists is also offered in Appendix 1. Other programs (a post-

baccalaureate diploma, for example) may be adapted from these curricula.

BACHELOR'S DEGREE IN JOURNALISM AND ARTS AND SCIENCE

Students entering a bachelor's program in journalism should have completed secondary school at a standard required for university admission and should be able to read, write and speak correctly in their own language and in the language(s) they will be using as journalists. In a university program, the development of journalism practice (the first axis) is informed and enriched by the study of journalism in society (the second axis) and by the acquisition of the methods and content marking modern knowledge through courses in other disciplines (the third axis). Students should be encouraged to take a concentration in a second discipline to provide a foundation for specialized journalism in that subject and to qualify them for post-graduate study. Journalism at the university undergraduate level may be offered in a three-year or a four-year program.

Three-year Undergraduate Degree

First year

First term

- Foundations of journalism, with units in:
 - Writing** (incorporating grammar and syntax, and narrative, descriptive and explanatory methods)
 - Logic, evidence and research** (incorporating critical thinking)
 - National and international institutions** (incorporating a basic understanding of one's own country's system of government, its constitution, system of justice, political process, economy, social and cultural organization, its relations with other countries, and the place of journalism in the architecture of democracy)
 - General knowledge** (incorporating a basic knowledge of national and international history and geography and an introduction to contemporary social and other issues of importance to journalists, including gender, cultural diversity, religion, social class, conflict, poverty, development issues, and public health issues, with training in applying analytical and critical techniques to news coverage of these issues)
 - Arts/science courses**

Second term

- Reporting and writing (Tier 1): Basic news and feature stories.

- Media law

Schools may choose to offer the Media law course at a later stage in the program. However, it should be offered before students' work is published or broadcast.

- Arts/science courses

Second year

First term

- Reporting and writing (Tier 2): In-depth journalism
- Broadcast reporting and writing (radio and television)
- Journalism ethics
- Arts/science course

Second term

- Reporting and writing (Tier 2) (continued)
- Multimedia/online journalism and digital developments
- Media and society
- Arts/science courses

Between second and third year:

Placement/internship/work experience

We consider four weeks the minimum length of an effective placement. A longer placement would be more instructive. Where possible, students should be placed in national or international media. Work experience should be supervised and evaluated by a field supervisor.

Third year

First term

- Reporting and writing (Tier 3): Specialized journalism
Students specialize in one subject chosen from those offered by the school. Tier 3 (ideally constructed) stitches the substantive knowledge of an academic discipline into the craft of reporting. Subjects should correspond to journalism "beats" and, where possible, to the student's arts/science concentration. Tier 3 courses may also be offered as one-semester electives.
 - Newspaper workshop: reporting, editing, design and production, with basic instruction in photojournalism
- OR

- Broadcast workshop: radio or TV editing, production, and performance

Schools that wish to require students to take both newspaper and broadcast workshops could offer these workshops as shorter units or offer the broadcast workshop in the second term in place of an elective course.

- Journalism electives

Please see Course Descriptions (Section 3 below) for examples of electives.

- Arts/science courses

- Second term**
- Reporting and writing (Tier 3): Specialized journalism (continued)
 - Bachelor's project
 - Journalism electives
 - Arts/science courses

Four-year Undergraduate Degree

First year

First term

- Foundations of journalism, with units in:
Writing (incorporating grammar and syntax, and narrative, descriptive and explanatory methods)
Logic, evidence and research (incorporating critical thinking)
National and international institutions
 (incorporating a basic understanding of one's own country's system of government, its constitution, system of justice, political process, economy, social and cultural organization, and its relations with other countries)
General knowledge
 (incorporating basic knowledge of national and international history and geography and an introduction to contemporary social and other issues of importance to journalists, including gender, cultural diversity, religion, social class, conflict, poverty, development issues, and public health issues, with training in applying analytical and critical techniques to news coverage of these issues)
Arts/science courses

- Second term**
- Foundations of journalism (continued)
 - Arts/science courses

Second year

First term

- Reporting and writing (Tier 1): Basic news and feature stories
 - Media law
- Schools may choose to offer the Media law course at a later stage in the program. However, it should be offered before students' work is published or broadcast.

- Arts/science courses

- Second term**
- Reporting and writing (Tier 1) (continued)
 - Journalism ethics
 - Arts/science courses

Third year

- First term**
- Reporting and writing (Tier 2): In-depth journalism
 - Broadcast reporting and writing (radio and television)
 - Arts/science courses

- Second term**
- Reporting and writing (Tier 2) (continued)
 - Multimedia/online journalism and digital developments
 - Arts/science courses

Between third and fourth year

Placement/internship/work experience

We consider four weeks the minimum length of an effective placement. A longer placement would be more instructive. Where possible, students should be placed in national or international media. Work experience should be supervised and evaluated by a field supervisor.

Fourth year

- First term**
- Reporting and writing (Tier 3): Specialized journalism
- Students specialize in one subject chosen from those offered by the school. Tier 3 (ideally constructed) stitches the substantive knowledge of an academic discipline into the craft of reporting. Subjects should correspond to journalism “beats” and, where possible, to the student’s arts/science concentration. Tier 3 courses may also be offered as one-semester electives.

- Media and society
- Journalism electives

Please see Course Descriptions (Section 3 below) for examples of electives

- Arts/science courses

- Second term**
- Reporting and writing (Tier 3): Specialized journalism (continued)
 - Newspaper workshop: reporting, editing, design and production, with instruction in photojournalism
- OR
- Broadcast workshop: radio or TV editing, production, and

performance

Schools that wish to require students to take both newspaper and broadcast workshops could offer these workshops as shorter units or offer the newspaper workshop in the first term in place of an elective course.

- Bachelor's project
- Journalism electives
- Arts/science courses

Note: A fourth tier of reporting and writing could be offered as a fourth-year course, concentrating on — and distinguishing between — analytical writing and opinion writing (see course description below for Analytical and Opinion Writing). Some re-ordering of courses would be necessary to accommodate this as a required course. Tier 1 would have to be taken in the first year, as a half credit, following the Foundations course taught as a half credit, so that Tier 2 could be offered in the second year and Tier 3 in the third. Tier 4 could then be offered in the fourth year as a one-semester or two-semester required course. Alternatively, it could be offered (as it is in this curriculum) as an elective.

MASTER'S DEGREE

In this document we offer two master's curricula, one for students with little or no journalism background and one for students with a journalism bachelor's degree or at least five years journalism experience. Both master's programs in these curricula combine study in journalism with study in a second subject. We understand that some universities may not be able to offer both programs. If they choose to offer only the program designed for students with a journalism background they could require other students to take make-up courses in journalism at the undergraduate level prior to admission to the master's program. We do not recommend a one-year master's degree in journalism. Nor would we recommend a master's degree in journalism made up largely of coursework and research in the field of mass communications or mass media studies, though there may be a place in some journalism schools, especially those offering doctoral programs, for a master's in the academic study of journalism. In such cases, students would be required to take preparatory courses in scholarly research methods and in the literature of journalism.

A master's degree in journalism promises a significantly higher standard of achievement in students' knowledge and practice of journalism, as well as in their specialized knowledge of another subject. Students' evidence-gathering capacity should show an advanced understanding of research methods, and they should write with more depth and style. In all journalism courses, they are expected to

reflect deeply and rigorously on the practice of journalism, including the way stories are produced and the relevance of journalistic content for different target groups in society. Master's students should emerge with the authority, in knowledge and methods, to work at the most challenging levels of journalism practice.

Students with a good first degree in arts, science and/or other disciplines and little or no previous journalism education or experience, should concentrate in the first year of a two-year master's program on the acquisition of journalism knowledge and skills of reporting and writing and media editing and production. They should have the opportunity to visit news media organizations and to benefit from lectures and seminars conducted by practising journalists and from mentorship arrangements. At the same time, master's students should sustain and develop their interest in the major discipline of their bachelor's degree or in the subject in which they hope to specialize as journalists.

Students with a bachelor's degree in journalism, and students with a bachelor's degree in another discipline and at least five years of journalism experience, should concentrate in their first year on enriching their specialized knowledge of one arts or science subject (or combined field of study), while at the same time advancing their journalism knowledge and skills. The aim of this program is preparation for the journalism of a specialized area; the program may also be adapted for students interested in media management. Students in this program should not be required to revise journalism material they have already studied in their bachelor's degree or mastered during their journalism experience.

For students without previous journalism education or experience, the second year should offer further instruction in reporting and writing and in advanced research methods. For both groups, the second year should deepen their knowledge of their chosen subject area and give them intensive practice in reporting on the subject with authority.

(A) Master's Program For Students With Little Or No Journalism Education Or Experience.

Journalism-Arts/Science balance: Percentages are used to designate the balance between journalism and arts and science. The credit value of individual courses should be calculated according to the system in place at each educational institution.

First year: Journalism 70% Arts/science 30%

Second year: Journalism 70% Arts/science 30%

First year

First term

- Reporting and writing (Tier 1): Basic news and feature stories.
- Media and society, incorporating an introduction to the coverage of contemporary social issues of importance to journalists, such as gender, race, ethnicity, religion, social class, poverty, development issues, and public health, with training in applying analytical and critical techniques to news coverage of these issues.
- Journalism ethics
- Graduate level courses in a single academic discipline (or combined field of study) that provides the foundation for an area of specialized journalism.

Second term

- Reporting and writing (Tier 2): In-depth journalism
- Media law (national and international)
- Media workshops: At least two of the following:
 - reporting and writing for radio
 - radio editing and production
 - reporting and writing for television
 - television editing and production
 - newspaper editing, design and production
 - photojournalism
 - magazine editing, design and production.
 - online/multimedia writing, editing and production
- Graduate level courses in a single academic discipline (or combined field of study) that provides the foundation for an area of specialized journalism.

Between first and second year

Placement/internship/work experience

Where possible, students should be placed in their specialized subject area in national or international media.

Second year

First term

- Specialized reporting

Students specialize in one subject chosen from those offered by the school. Specialized reporting (ideally constructed) stitches the substantive knowledge of an academic discipline into the craft of reporting. Subjects should correspond to journalism “beats” and, where possible, to the student’s arts/science background and master’s program.

- Advanced research methods for journalism
- Analytical and opinion writing
- Graduate level courses in a single academic discipline (or combined field of study) that supports an area of specialized journalism.

Second term

- Specialized reporting (continued)
- Advanced research methods for journalism (continued)
- Master’s project /thesis

A major work of journalism in the student’s specialized subject, with an accompanying report reflecting on the journalistic process and ethical and other implications of the project.

- Graduate level courses in a single academic discipline (or combined field of study) that supports an area of specialized journalism.

(B) Master’s Program For Students With A Bachelor’s Degree In Journalism Or A Bachelor’s Degree In Another Subject And At Least Five Years Of Journalism Experience

Journalism-Arts/Science balance: Percentages are used to designate the balance between journalism and arts and science. The credit value of individual courses should be calculated according to the system in place at each educational institution.

First year	Journalism 30%	Arts/science 70%
Second year	Journalism 50%	Arts/science 50%

First year

First term

- Advanced research methods for journalism
- Graduate level courses in a single academic discipline (or combined field of study) that provides the foundation for an area of specialized journalism.

- Second term**
- Advanced research methods for journalism (continued)
 - Graduate level courses in a single academic discipline (or combined field of study) that provides the foundation for an area of specialized journalism.

Between first and second year

Placement/internship/work experience

Where possible, students should be placed in their specialized subject area in national or international media.

Second year

First term

- Specialized reporting

Students specialize in one subject chosen from those offered by the school. Specialized reporting (ideally constructed) stitches the substantive knowledge of an academic discipline into the craft of reporting. Subjects should correspond to journalism “beats” and, where possible, to the student’s arts/science background and master’s program.

- Analytical and opinion writing
- Graduate level courses in a single academic discipline (or combined field of study) that supports an area of specialized journalism.

Second term

- Specialized reporting (continued)
- Master’s project

A major work of journalism in an aspect of the student’s specialized subject, with an accompanying report reflecting on the journalistic process and ethical and other implications of the project.

- Graduate level courses in a single academic discipline (or combined field of study) that will support an area of specialized journalism.

COURSE DESCRIPTIONS

Foundations of journalism: The purpose of this course is to lay foundations for the teaching of journalism at the undergraduate level. The course includes units in (1) Logic, evidence and research (incorporating critical thinking); (2) Writing (incorporating grammar and syntax, and narrative, descriptive and explanatory methods); (3) National and international institutions (incorporating a basic understanding of one's own country's system of government, its constitution, system of justice, political process, economy, social and cultural organization, its relations with other countries, and the place of journalism in the architecture of democracy); (4) General knowledge, incorporating basic knowledge of national and international history and geography, and an introduction to contemporary issues of importance to journalists, including gender, race, ethnicity, religion, social class, conflict, poverty, development issues, and public health, with training in applying analytical and critical techniques to news coverage of these issues. The unit in logic, evidence and research is not designed to introduce students to interviewing and other reporting techniques (which will be introduced in Tier 1 Reporting and Writing). It is designed to improve students' ability to think clearly and critically so that they are able to assimilate unfamiliar information quickly and well enough to ask questions that will help them scrutinize and evaluate the information. The unit in writing is not designed to teach students the skills of newswriting (which will be introduced in the Tier 1 Reporting and Writing course), but to ensure that students write well enough to be able to learn to use journalistic ways of writing effectively. The units in national and international institutions and in general knowledge are designed to provide students with the background and context they will need in their journalism studies and to stimulate their interest in issues of importance to journalism.

Reporting and writing (Tier 1): Introduction to journalism research and writing. Topics include news judgment and developing story ideas, news gathering, including interviewing, observation and other research techniques and methods of ensuring accuracy, and writing basic news and feature stories (story structure, narration techniques, and the use of quotations). Students will learn how to cover meetings, speeches and other events, how to arrange and conduct a variety of in-person, telephone, and email interviews, and how to research issue and policy stories. They will learn to work under the pressure of deadlines and be introduced to the ethics of reporting and writing. This course should also include instruction in computer functions and applications of importance to journalism research, writing and editing. Note that although the reporting and writing courses will normally focus on print journalism, the principles and practices may be applied to broadcast and on-line journalism.

Reporting and writing (Tier 2): This course is designed to lead students along the path of journalistic development by sharpening their abilities to report and write in depth. Reporting instruction will include advanced interviewing techniques, computer-assisted reporting (CAR) and other investigative research methods, the interpretation of surveys and polling statistics, and instruction in accessing and analyzing government documents. Writing instruction will include the analysis and practice of complex storytelling, including the use of narrative techniques, and an introduction to techniques of analysis and interpretation. This course may also include an introduction to the reporting of disasters.

Reporting and writing (Tier 3): Specialized journalism

Building on the reporting and writing techniques of Tiers 1 and 2, students will learn to research and write on a major subject of news (or "beat"). The emphasis will be on explanatory reporting for the general public, culminating in an extended work of journalism in any medium. The Tier 3 reporter's judgment of the significance and meaning of things reflects his or her depth of experience in a domain of human action. It also reflects an understanding of the methods of interpretation that have been incubated within a specific discipline or interdisciplinary field. Students, therefore, should be encouraged to coordinate their area of specialized journalism (culminating in the Tier 3 course) with their arts and science program.

Reporting and writing (Tier 4)

See: Analytical and opinion writing (Master's), Page 24

Broadcast reporting and writing

An introduction to the techniques of gathering, analyzing, and writing news and features for radio and television audiences (including community broadcasting). Students will learn to use audio and video recorders and editing systems in the production of news stories, how to interview for tape, how to write for the ear and to pictures, and the elements of on-air performance.

Multimedia/online journalism

Students will learn about the recent evolution of the Internet as a journalistic tool and medium. They will learn how storytelling can be transformed by technology, how journalists can use technology to do their job better, and how relationships with audiences can be transformed into more interactive engagement with citizens through the Internet and other networked media. They will consider ethical problems that can arise with new technologies, and how the structure of news organizations and industry can be transformed by technology. They will learn to write for online and multimedia sites, including how to organize links and use data bases, how to post stories and update and advance them as developments occur. They will learn to

create pages for Web sites, upload them to a server and use a digital camera. They will experiment with audio and video technology to make their stories interactive. They will consider the impact of mobile technologies. And they will learn to adapt to emerging technologies.

Media law

Notes:

(1) Schools may wish to offer media law later in the curriculum in the pre-university diploma (Appendix 1) and the undergraduate degree. The basics of media law, however, should be taught before students undertake work for publication or broadcast.

(2) Media law need not be taught by lawyers, but teachers must be students of the law.

This course considers the range of laws, national and international, that affect journalists and the media. It includes matters such as: the democratic and constitutional principles of openness and freedom of expression; legal limitations to protect national security and public order; rules and principles which govern the relations of nations with each other; access to information laws and procedures; legal limitations to protect the judicial process, including contempt of court and publication bans; legal limitations protecting social values and social groups, including blasphemy, expressions of racism and obscenity; legal limitations arising from private rights, including defamation and privacy. The course also considers international human rights instruments, including the Geneva Convention on the Treatment of Prisoners of War the Protection of Civilian Persons in Time of War, and conventions and statutes governing war crimes and crimes against humanity, including genocide. This class may also introduce students to the national and international justice systems, including the court structure.

Journalism ethics

A critical examination of key ethical issues and values related principally to truth-telling, such as journalistic autonomy (including conflicts of interest); evidence, fact-checking, and corroboration; sources, named and anonymous; clarity, fairness and bias; photo and digital manipulation and misrepresentation; invention; speculation, rumors and gossip; cheque-book journalism; the Internet; quotations; plagiarism; "objectivity" and stenographic journalism; sustained coverage of stories; corrections; etc. The course should also examine recurring ethical issues and challenges relating to civic duty, such as: news judgment; diversity (including racial and cultural identities); gender and sexual orientation; stereotyping; children; coverage of state security issues; standards of taste, including suicides, funerals, and pictures of dead bodies; privacy issues, including public figures/private lives, celebrities, naming names, rape victims, consent, emergencies, high-jacking, kidnapping, terrorism,

wars, massacres, violence. The course will pay special attention to sensitivity and safety issues in reporting on conflict.

Media and society

Critical analysis of the role the media play in the architecture of democracy and the effect of political, economic, cultural, and technological factors on the operation of the media. The course will include national and international issues of censorship and government control, media and conflict (including civil militancy and violence, and peace initiatives), the organization and ownership of media, the value of media diversity and pluralism, gender, ethnic, religious and racial sensitivity, issues of social class, poverty, development, and public health, the impact of technological change, advertising, and trends such as celebrity journalism and “infotainment”, the media’s role as critic, the effect of news coverage on the public, and the ways in which governments exercise power and communicate through the media. national and international and an introduction to different journalistic cultures and practices.

Newspaper workshop

In this workshop, students produce a weekly newspaper from start to finish — from generating story ideas to producing the pages to the final stage before printing. The workshop therefore includes instruction and practice in newspaper reporting, writing, editing, page design, and online page production. Students will be introduced to the skills that news editors (or assignment editors) — as well as reporters — use to generate assignments, and the skills copy editors (or sub-editors) use to select and handle stories and pictures. They will learn to edit for tightness, accuracy and style, to see the story as a whole and line by line. They will learn to design and produce pages, including selecting and using stories and pictures, and writing captions, headlines, sub-heads, etc. By the end of the workshop they should be prepared to work as page editors on newspapers. In this workshop, or as a separate workshop, students will receive instruction in the principles and practices of photojournalism, photographing news, features, portraits, and sports, and designing and producing picture layouts using digital techniques.

Broadcast workshop

Students will develop story ideas, assign stories, write, edit, line up and perform newscasts, host, do tape talks, prepare mini-documentaries, and conduct studio and field interviews. By the end of the workshop they will have the knowledge and skills to produce a news report or interview that meets professional standards and should be ready to begin work on the editing or production staff of a radio or television news program.

Magazine workshop

Students will conceive of, design, and produce a prototype magazine up to the camera-ready stage. They will learn to generate story ideas, edit copy, gather and edit pictures, fact-check, organize content, select typography, and design pages. By the end of the workshop they should be ready to work on the editing staff of a magazine.

Bachelor's project

The bachelor's project is a substantial journalism story or series in any medium. It is intended to demonstrate the student's ability to conduct in-depth research, gather and organize large amounts of material, and present that material professionally. Where possible, students should choose a subject related to their area of concentration in their arts/science program. Students may also be required to produce a reflection on the substantive issues they have addressed in their story. This reflective piece would require students to list the sources of their story but more importantly to write about the subject matter from an academic perspective and to address ethical, legal or other issues their story raises.

Master's project

The master's project is a substantial, masterly piece of journalism or series in any medium in the student's area of specialization. It is intended to demonstrate the student's ability to conduct and sustain in-depth research, gather and organize large amounts of material, and present that material professionally. The project should include an accompanying report that demonstrates a reflective understanding of the project, its sources and potential impact. Universities may also consider a project about journalism. An academic project would have to meet the normal standards of scholarship at the master's level.

Analytical and opinion writing (Master's)

This course introduces master's students who already have training or experience in reporting to the increasingly popular genre of news analysis and the various forms of commentary and opinion writing. Students will learn to work with major political and social issues through intensive writing and analysis, and study some of the classical traditions in these fields, including questions of moral certainty and argument, and rhetorical strategies illustrated by best practices in journalism. What makes opinion writing persuasive? How is a convincing news analysis article constructed? How does one build arguments and structure facts and comments? The course will look at examples from major journalistic magazines and writers. Students will learn how to develop both their writing and their analytical skills. Through an examination of issues, the course will familiarize students with the dividing line between editorializing and analysis.

Advanced research methods (Master's)

The aim of this course is to equip students to gather, comprehend, analyze and evaluate complex information about a defined area of inquiry, and to present it to a public audience accurately, clearly and engagingly. Students will learn to tailor to the realities of journalism practice the rigor and methods, and the humility and skepticism, of social science and scientific research. Assignments will include the examination of research reports in the student's specialized subject area.

Specialized reporting (Master's)

Reporting and writing on a major subject of news (or "beat"). The emphasis will be on explanatory reporting for the general public, culminating in an extended work of journalism in any medium. The specialized reporter's judgment of the significance and meaning of things reflects his or her depth of experience in a domain of human action. It also reflects an understanding of the methods of interpretation that have been incubated within a specific discipline or interdisciplinary field. Students, therefore, should be encouraged to coordinate their area of specialized journalism with their arts and science background and courses in their master's program.

Placement/internship/work experience

Students work as apprentice reporters, editors, photographers, designers or graphic artists in a news media outlet, preferably national or international, within the structure of the newsroom under the supervision of a senior editor (and gaining from the experience of staff members). The placement should last at least four weeks and preferably three to six months, and at its conclusion the supervising editor should report to the school on the student's progress. Each school should work out its own assessment procedures. These might be quite simple: If the supervising editor reports that the student has participated satisfactorily, the student should be given a "pass" for the placement. Where possible, students should be placed in their area of specialization. If placements would cause unacceptable disruption in academic schedules or timetables, students may be allowed to complete them at any time prior to graduation. Schools may find it necessary to add a semester for the placement either at the conclusion of coursework or prior to the commencement of the final year of studies.

Journalism electives (examples)

Schools may choose to group electives in packages.

Covering conflict*

Disaster reporting*

Development journalism*

International journalism*
Political journalism*
Covering diversity*
Covering deprivation*
Covering public health*
Covering environmental issues*
Covering education*
Covering social movements*
Sports journalism*
Business journalism*
Science journalism*
Arts and culture journalism*
Visual journalism/Graphics**
Photojournalism**
Copy editing**
Magazine design**
Analytical and opinion writing
Literary journalism/Narrative nonfiction
Media management
Media economics

* Schools may wish to offer these as Tier 3 courses (Specialized Reporting and Writing) where their university has relevant resources. Covering Education, for example, could be offered as a Tier 3 course where the university has a school of education.

** Schools may wish to offer these as media workshops in addition to the Newspaper Workshop and the Broadcast Workshop.

APPENDIX 1

Diploma In Journalism (Two-year Post-secondary)

Education in secondary school varies from country to country and from school to school. The strengths of students beginning a post-secondary certificate or diploma program in journalism offered at a non-degree-granting institution may also vary widely, and the program we offer may need to be adapted accordingly. Those wishing to train as journalists, however, should be able to demonstrate an aptitude for journalism that includes an ability to read, write and speak correctly in their own language and in the language(s) they would be using as journalists, as well as an interest in the civic, cultural and other mechanisms of their own community and society. Students should emerge from a diploma program well versed and practiced in the basic techniques and forms of journalism reporting and writing (and presentation and performance in the broadcast media) and in the ethics and laws that circumscribe the practice of journalism. To enrich their education, build a foundation of general knowledge, encourage a more critical approach to the practice of journalism, and allow them access to further study, their instruction in journalism should be combined with coursework in language(s) and in other arts or science disciplines. University-based schools of journalism may, as part of their admission procedures, establish a credit system in which work done in a diploma course would be assessed and weighed for credit towards a bachelor's degree. In that case the following program could serve as a bridge between secondary school and a bachelor's program in journalism.

First year

First term

- Foundations of journalism, with units in:
 - Logic, evidence and research** (incorporating critical thinking)
 - Writing** (incorporating grammar and syntax, and narrative, descriptive and explanatory methods)
 - National and international institutions** (incorporating a basic understanding of one's own country's system of government, its constitution, system of justice, political process, economy, social and cultural organization, its relations with other countries, and the place of journalism in the architecture of democracy)
 - General knowledge** (incorporating basic knowledge of national and international history and geography and an introduction to contemporary social and other issues of importance to journalists, including gender, cultural diversity religion, social class, conflict, poverty, development issues,

and public health issues, with training in applying analytical and critical techniques to news coverage of these issues]

Arts/science courses

Schools should decide whether to specify which arts/science courses, individually or packaged, students should be required or encouraged to take. This will depend, among other things, on the level of education in the various disciplines students attained at high school and on courses accessible to diploma students

- Second term**
- Reporting and writing (Tier 1): Basic news and feature stories.
 - Media law

Schools may choose to offer the Media law course in the second year of the program. However, it should be offered before students' work is published or broadcast.

- Media and society
- Arts/science courses

Between first and second year

Placement/internship/work experience.

Four weeks is the minimum length of an effective placement. A longer placement would be more instructive. Work experience should be supervised and evaluated by a field supervisor:

Second year

- First term**
- Reporting and writing (Tier 2): In-depth journalism
 - Broadcast reporting and writing (radio and television)
 - Journalism ethics
 - Arts/science courses

- Second term**
- Reporting and writing (Tier 2) (continued)
 - Multimedia/online journalism and digital developments
 - Newspaper workshop: reporting, editing, design and production, with instruction in photojournalism

OR

- Broadcast workshop: radio and TV editing, production, and performance

Schools that wish to require students to take both newspaper and broadcast workshops could offer these workshops as shorter units or offer workshops in both semesters of the second year.

- Arts/science courses

Diploma In Journalism (One-year Mid-career)

- First term**
- Reporting and writing (Tier 2): In-depth journalism
 - Media law
 - Journalism ethics
 - Arts/science courses coordinated with Tier 3 specialization
- Second term
- Reporting and writing (Tier 3): Specialized journalism
 - Media and society
 - Multimedia/online journalism
 - Arts/science courses coordinated with Tier 3 specialization

APPENDIX 2

Journalism Competencies

The practice of journalism requires a wide range of competencies:

- competencies of general knowledge and intellectual ability;
- professional techniques of research, writing (and other forms of presentation), editing, design and production;
- the ability to use the tools of journalism and to adapt to new technologies and innovative practices;
- professional understandings, including ethics;
- knowledge of journalism's role in society, including journalism's history, the organization of the news media, and laws circumscribing journalism practice; and
- knowledge of best practices in journalism.

These competencies may be grouped in many ways. One way is by identifying core and subsidiary or dependent competencies, or assumed and learned competencies. Another way is by the sequential process of journalism, from story idea to research to writing, editing, design, and production, within the context of journalism ethics and media law, in the tradition of journalism history and standards of best practice, and within the organization of news media. Another way is hierarchically, from minor to major media, or by level of journalism education program. Many national and international journalism and media organizations have developed lists of competencies. See for example the Tartu Declaration of the European Journalism Training Association, June 26, 2006 (below and at <http://www.ejta.nl/>).

This document groups journalism competencies under three headings: professional standards; journalism and society; and knowledge.

A. Professional standards

Research skills

- An ability to comprehend, analyze, synthesize and evaluate unfamiliar material quickly.

The essence of this touchstone competency of journalism is often referred to as "critical thinking". It may be attained through university study in any discipline or through direct study of a course in critical thinking. It equips journalists with the ability to distinguish relevant from irrelevant information, to assess evidence and argument, to detect bias, and to think independently, courageously and creatively, questioning deeply, challenging common assumptions, making interdisciplinary connections, and comparing perspectives, interpretations and theories.

- News judgment and a thoughtful understanding of what makes a good story and what makes a story newsworthy.

Journalists understand the elements and structure of a story and what makes a story a good news story. Why is the story important? Why does it matter? Why does it matter now? Who is affected by this story? Who would be concerned about it? How will people react to this story? How will it help them to make decisions? (In this competency, as in many others, consideration should be given to the implications of developments in communications technology.)

- An ability to ask questions and understand answers in national and local languages.

For journalists, competency in the national language and the language they use in their work is essential. In many countries, and for journalists hoping to work beyond their national borders, competency in English and other languages is recommended.

- Observation skills

Journalists have the ability to notice and remember things, and the ability to maintain observer status and resist the urge to become a player in stories they are covering.

- The ability to quickly and efficiently gather, understand and select information related to a story through interviewing, from published and Internet sources, and using investigative techniques.

Journalists master a repertoire of research methods, including interviewing and investigative techniques and computer assisted reporting. They are able to identify and access print and online public records and other documents, read efficiently to identify news and story, and summarize, paraphrase and quote accurately. They are able to identify human sources, approach sources by telephone and email and in person. They are skilled in structuring interviews and asking questions and in listening and observing.

- The ability to take accurate notes.

Reporters are able to take verbatim notes of at least two or three sequential sentences of normal speech. In some cases, shorthand is required to practise journalism and is taught in journalism schools.

- Techniques for checking and corroborating information.

Journalists question the accuracy of most everything from interviews or documents. Before publishing or broadcasting the information, they check it with the initial source and, better still, corroborate it from other sources. A competent journalist develops effective techniques for ensuring accuracy.

- Arithmetical skills and a basic knowledge of statistics and survey methods.

Journalists apply to statistical information the attention and skepticism that they routinely apply to other aspects of their work. To do this they need to understand arithmetical and common statistical functions and polling and other surveying principles, methods and interpretations.

Writing skills

- An ability to write accurately, clearly, correctly, concisely and engagingly, in journalism story forms, with attention to subject matter and intended audience, always making clear the source of a disputable item of information, idea or direct or indirect quotation.
- All beginning journalists are able to write news and feature stories, using narrative, descriptive and explanatory methods. Journalists with more training or experience are able to write analytical and interpretive stories and longer-form narrative and documentary stories. Journalists writing for opinion pages or segments of broadcast programs are able to write essays, columns and editorials.
- Writing skills include recognizing and writing a lead paragraph or introduction that is central to the story and engages the reader/listener/viewer; structuring the story in ways that serve the narrative purpose but are clear and true to the story; setting up quotations; using transitions; including background and context without obstructing narrative flow; wherever possible showing, rather than telling, what happened; wherever possible using the active voice; and always making clear the source of a disputable item of information, idea or direct or indirect quotation.
- Broadcast journalists know how to write for the voice and sound and to pictures, how to establish the focus of a story, how to introduce taped segments and stand-ups, and how to speak clearly, fluently and engagingly to an audience using correct conversational language.

Skilled use of the tools of journalism in editing, designing, and producing material, for print, broadcast and online media, with an understanding of and ability to adapt to convergence and technological developments in journalism.

- Beginning journalists have accurate, efficient keyboarding skills and are competent in a full-range of Internet competencies, including the ability to judge and check the authenticity, accuracy, and reliability of information available on the Web.
- Convergence and multimedia developments require journalist to be familiar with journalism tools in all media and to be able to move easily among different media, as well as having mastered the tools of at least one of the major media.

- Journalists in all media should know how to operate both Macintosh and Windows desktop and laptop computers, use word processing and picture editing programs, and create a simple data base. Print journalists should know how to operate film and/or digital cameras and darkroom and/or computerized picture processing and editing programs and page production programs. Radio journalists should know how to use a tape recorder and/or mini-disc recorder, omni-directional microphone, and how to use audio editing and production equipment and software. Television journalists should know how to use video cameras, microphones and video editing equipment. Online journalists should know how to use Web page production programs and content management systems and digital cameras and picture editing programs.

Familiarity with present and past examples of best practice in journalism in one's own country and the world.

Journalists seek inspiration from examples of the best journalism in all news media, in present and past times, in their own country and internationally.

An understanding of journalism ethics, including the rights and responsibilities of the journalist.

Journalists are aware of ethical considerations in making choices and decisions in their work. These considerations may or may not be enshrined in professional codes of conduct. Such codes, written or unwritten, are important to journalists if journalists (rather than the state or other authorities) have developed them. Ethical considerations, however, should be founded in the journalist's own moral philosophy and in an understanding of the rights and responsibilities of the journalist derived from an awareness of the role of journalism in a democracy and of the need to be accurate, fair and balanced in reporting and writing.

Workplace competencies.

Journalists have the ability to work on deadline, and to work on their own or in teams, within news media organizations and as freelancers.

B. Journalism and society

- A knowledge of the role of journalism in society, including its role in developing and securing democracy.
- An ability to reflect on developments within journalism.
- An understanding of how information is collected and managed by political, commercial and other organizations.
- An awareness of the international flow of information and its effects on one's own country.

- A knowledge of the history of journalism and the news media in one's own country and the world.
- A knowledge of news media ownership, organization and competition.
- A knowledge of the laws affecting the news media in one's own country and the world.

C. Knowledge

- A basic understanding of one's own country's system of government, its constitution, system of justice, political process, economy, social and cultural organization, and its relations with other countries.
- A basic knowledge of the geography and history of one's own country and the world.
- A basic knowledge of science.
- A specialized knowledge of at least one subject area important to journalism in one's own country.

TARTU DECLARATION OF THE EUROPEAN JOURNALISM TRAINING ASSOCIATION,

Tartu, Estonia: June 10, 2006

Members of the European Journalism Training Association educate or train their students/participants from the principle that journalists should serve the public by:

- providing an insight into political, economic, socio-cultural conditions,
- stimulating and strengthening democracy at all levels,
- stimulating and strengthening personal and institutional accountability,
- strengthening the possibilities for citizens to make choices in societal and personal contexts,

while:

- feeling responsible for the freedom of expression,
- respecting the integrity of individuals,
- being critical of sources and independent of vested interests,
- using customary ethical standards.

After their education or training students possess the competence to:

1. Reflect on the societal role of and developments within journalism
2. Find relevant issues and angles, given the public and production aims of a certain medium or different media
3. Organise and plan journalistic work
4. Gather information swiftly, using customary newsgathering techniques and methods of research
5. Select the essential information
6. Structure information in a journalistic manner
7. Present information in appropriate language and an effective journalistic form
8. Evaluate and account for journalistic work
9. Cooperate in a team or an editorial setting
10. Work in a professional media-organisation or as a freelancer

APPENDIX TO TARTU DECLARATION: COMPETENCE GOALS

1. The competence to reflect on the societal role of and developments within journalism

- have a commitment to your society/community/audience and knowledge of societal developments;
- have insight in the role and influence of journalism in modern society;
- be able to develop a grounded point of view on the most important developments within journalism;
- have an understanding of the values that underlie your professional choices;
- be able to make grounded choices concerning your own development as a journalist.

2. The competence to find relevant and newsworthy issues and angles, given the audience and production aims of a certain medium or different media.

- have the knowledge of current events and be able to analyse if a subject is both interesting and newsworthy enough;
- know the possibilities of the medium or media you are working for, in order to determine whether or not the subject/angle is suitable;
- know your audience well and be able to determine the relevance of a subject or angle for that audience;
- be able to analyse public opinion and to stimulate debate.

3. The competence to organise and plan journalistic work

- be able to make a realistic work plan;
- be able to work under time pressure;
- be able to adjust to unforeseen situations.

4. The competence to gather information swiftly, using customary newsgathering techniques and methods of research

- have a good general knowledge and societal insight, especially in economics, politics and socio-cultural issues;
- know all required sources, including human sources, reference books, databases, news agencies, the internet;
- know how to use your sources and your own observation effectively and efficiently;
- have the will and ability to balance your stories by using methods such as check/double-check and balancing systematically;
- have the will and ability to interact with your public in different ways, personally as well as with the aid of (new) media.

5. The competence to select the essential information

- be able to distinguish between main and side issues;
- be able to select information on the basis of correctness, accuracy, reliability and completeness;
- be able to interpret the selected information and analyse it within a relevant (historical) framework;
- be able to select information in accordance with the requirements of the product and medium;
- be aware of the impact of your information on sources, the public and the public debate.

6. The competence to structure information in a journalistic manner

- be able to use different types of structuring;
- be able to fine-tune content and form;
- be able to structure in accordance with the requirements of the product and medium;
- be able to structure on the basis of relevance;
- be able to structure on the basis of alternative storytelling techniques.

7. The competence to present information in appropriate language and an effective journalistic form

- have an outstanding linguistic competence, oral as well as written;
- be able to make information visual, for example in the form of images or graphics, and to present it in all kinds of combinations of words, sounds and images;
- master the most important genres, including their style-techniques and basics of lay-out;
- be able to work with relevant technical equipment and software;
- be able to cooperate with technicians and know the possibilities of their instruments.

8. The competence to evaluate and account for journalistic work

- have a clear image of the required quality of journalistic products;
- be able to give a critical and comprehensible review of your own work and that of others on the basis of that clear image;
- be able and willing to critically reflect on and take criticism of your work;
- be able to explain and take responsibility for the choices you made with regard to sources, approach and execution;
- be able to take responsibility for product as well as process on the basis of ethical standards.

9. The competence to cooperate in a team or editorial setting

- have good social skills;
- be reliable;
- show dedication and initiative;
- have insight in your strengths and weaknesses;
- have feeling for (hierarchical, democratic) relations.

10. The competence to work in a professional media-organisation and as a freelancer

- be creative and innovative and able to present your ideas;
 - know your rights and obligations and be able to critically evaluate your working conditions;
 - have knowledge about objectives, financial and market conditions, organisational structures and processes in media organizations;
 - be able to evaluate the strategic options and editorial policy of a media-organisation;
 - know the practical aspects of being a freelancer / entrepreneur.
- Copyright: European Journalism Training Association

APPENDIX 3

Detailed Course Outlines (Syllabuses)

These syllabuses have been commissioned to illustrate how courses might be organized. They are model syllabuses that are offered in the expectation that they would be adapted to local and national conditions. Each syllabus contains ideas, methods and material that may serve as inspiration to other teachers and planners.

Foundations of Journalism: Logic, Evidence and Research

Level of course: First year, Bachelor of Journalism degree program (15 weeks).

Course description: This course will provide students with logical, analytical and research abilities that are fundamental for informed journalism on public issues. The course is divided into an introduction and four sections. The introduction explores the logical analysis of arguments, language and evidence. The first section explores how these skills can be used to analyze bogus claims by groups that seek to manipulate journalists. Sections two, three and four apply these skills to important areas: (a) the use of numerical information, e.g. in polling, (b) health and environment, and (c) reporting on genes and genomics. Other topics than health and genes can be used to test the student's logical skills. Genes and health issues are chosen as examples of topics of relevance to many types of students.

Mode: Lectures, workshops by guest speakers (e.g. scientists) case studies and classroom discussion. Each student will participate in a seminar (as an individual or member of a group) that presents the issues surrounding a case.

Pedagogical approach: The approach favours the active engagement and testing of knowledge. Students apply skills and knowledge to specific issues through assignments, seminars and discussion. Lectures are one of several pedagogical tools. The course starts from general skills and knowledge. Then the task is to find engaging ways to show how such critical skills and knowledge help journalists assess information and alleged experts.

Number of hours per week: (2 hours: 1-lecture/discussion; 1 - hour seminar-assignment)

Required and recommended texts:

Required: Instructors can choose two required texts from these four textbooks.

On logic and evidence: Leo Groake, Christopher Tindale and Linda Fisher.

Good Reasoning Matters: A Constructive Approach to Critical Thinking. (Oxford: Oxford University Press, 1997. Or, Lewis Vaughn and Chris MacDonald. *The Power of Critical Thinking.* Oxford: Oxford University Press, 2007.

On numbers and science:

- Pierre Laszlo. *Communicating Science: A Practical Guide.* Berlin: Springer, 2006. Or, Victor Cohn and Lewis Cope. *News and Numbers*, 2nd ed. Ames: Iowa State University Press, 2001.

Recommended (for instructor and motivated students)

- Kathleen Woodruff Wickham. *Math Tools for Journalists.* Oak Park, ILL.: Marion Street Press, 2002.
- Richard Paul and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life.* Upper Saddle River, N.J.: Prentice Hall, 2001.
- Herbert Simons, *Persuasion in Society.* Thousand Oaks, Cal.: Sage, 2001.
- William Leiss and Douglas Powell. *Mad Cows and Mother's Milk.* 2nd ed. Montreal: McGill-Queen's University Press, 2004.
- Athena du Pre. *Communicating about Health: Current Issues and Perspectives.* Mountain View, Calif.: Mayfield Publishing, 2000.
- Sharon M. Friedman et al. *Communicating Uncertainty: Media Coverage of New and Controversial Science.* Mahwah, N.J.: Lawrence Erlbaum, 1999.
- Eleanor MacLean. *Between the Lines: How to Detect Bias and Propaganda in Everyday Life.* Montreal: Black Rose Books, 1981.
- Stuart Ewen. *PR! A Social History of Spin.* New York: Basic Books, 1996.
- Ronald Giere. *Understanding Scientific Reasoning.* 4th ed. Fort Worth: Harcourt, Brace, Jovanovich, 1997.
- John Allen Paulos. *A Mathematician Reads the Newspaper.* New York: DoubleDay, 1996.

Weekly class agenda (outline):

Note on required readings: Readings are provided for each section. The instructor can choose how many readings to assign. The instructor should supplement this basic material with local examples, in the native language of students. Readings from non-required texts are assigned on the assumption that the instructor can provide photocopies.

- Introduction
 - Class 1: Introduction to course. Logical analysis of arguments and language;
 - Class 2: Forms of evidence, and criteria for assessing credibility of evidence.
 - Class 3: Research skills and techniques for journalists.

- Required readings:
 1. Chapters 1 and 3 of *Good Reasoning Matters*
 2. Chapters 1, 2 and 3 of *The Power of Critical Thinking*
 3. Chapters 2 and 3 in *News and Numbers*

- Section One: Bogus or misleading information
 - Class 4: Techniques of public relations, special interests groups, political communication
 - Class 5: Analysis of key press conferences, press releases and crisis events that employ “media management” techniques.

- Required Readings:
 1. Chapters 4 and 5 in *The Power of Critical Thinking*
 2. Chapter 5 in *Good Reasoning Matters*
 3. Chapters 2 and 3 in *Persuasion in Society*

- Section Two: Evaluating and communicating numerical information
 - Class 6: Analyzing basic forms of statistical information, and common errors, e.g. use of graphics, employment rates, background rates of diseases.
 - Class 7: Reporting on polls and pollsters: Workshop with major pollster.
 - Class 8: Methods for assessing the credibility of studies, experts, web sites.

- Required readings:
 1. Chapters 7, 9 and 10 in *News and Numbers*
 2. Chapter 9 and 10 in *The Power of Critical Thinking*
 3. Chapters 3 and 4 in *A Mathematician Reads the Newspapers*

- Section Three: Health and environment
 - Class 9: Problems in the public communication of science in general. Reporting on health products and “healthy” lifestyles.
 - Class 10: Announcements of new drugs: Mock news conference “announcing” new drug study with major health scientists; how drugs are tested and publicized.
 - Class 11: Reporting on risks and hazards in environment: case studies and discussion.
 - Class 12: Reporting climate change: assessing coverage past and present; issues of “balance” and expertise in climate change debate.

- Required readings:
 1. Part One and Part Two of *Communicating Science*
 2. Chapter 6 in *News and Numbers*
 3. Chapters 1, 2 and 3 of *Communicating Uncertainty*

4. Chapter 1 and 2 of *Mad Cows and Mother's Milk*

- Section Four: Genes and genomics
 - Class 13: Using logical and evidential skills to analyze debates in media over GM food and GM organisms.
 - Class 14: Cloning and gene therapy: analyzing ethical and other issues surrounding cloning and the “repair” of faulty genes in humans.
 - Class 15: Conclusion of course: Review of course; role of responsible, informed journalism in today’s media environment
- Required readings
 1. Chapters 7 and 8 in *Mad Cows and Mother's Milk*
 2. Chapter 6 and 7 in *Communicating Uncertainty*
 3. Chapters 9 and 10 in *Persuasion in Society*

Grading and assessment protocols:

One possible scheme:

1. Class participation in discussion, etc.: 15%
2. Assignments (2): 15%
3. seminar/presentation: 40%
4. Term paper/final test: 30%

Contributed by Stephen J. A. Ward, PhD, Director and Associate Professor of Journalism Ethics, School of Journalism, University of British Columbia, Canada

Foundations of Journalism: Writing

Level of the Course: First year of three- or four-year undergraduate degree

Course description: Introduction to narrative, descriptive and explanatory writing, with revision of grammar, syntax and style. Newswriting will be introduced in Tier 1 Reporting and Writing.

Mode: Lectures on writing, daily writing practice, group discussions of each other’s work, grammar handouts and quizzes, grammar tests, and major writing assignments.

Pedagogical approach: Throughout the term, students will be expected to write a short piece (100 to 200 words) five days a week (one piece each Monday to

Thursday, and one weekend piece) and hand it in for recording each weekday morning. These pieces will give students practice in observation, narrative writing, and in recognizing story. By the end of the term they will have written about 75 short pieces (and three longer pieces). The aim is to make writing part of every student's daily life. The obvious problem for the instructor is how to read all these pieces. Ideally, the instructor should be assisted by enough senior or graduate students (or local working journalists and writers) to read and critique at least one piece from every student each week. Failing these resources, the instructor should mark about 15 students' stories each day. Each student in a class of 150, that is to say, would have a piece marked every two weeks — seven pieces during the term. Students will receive credit, however, for every piece they submit.

Students will also benefit from the weekly feedback of their peers in their small discussion groups. Again ideally, each group would be led by an upper-level or graduate student. If this is not possible, the instructor should rotate from group to group. Each group could choose one piece a week from each student, to be published in a weekly or monthly anthology, photocopied or online, or posted on a bulletin board or read on the school's radio station. Midway through the term, and twice towards the end, students will write a longer piece employing techniques learned in lectures. In marking throughout the term, the instructor should try to focus on the good in students' writing and resist responses that provoke fear and humiliation. Mistakes should not only be identified but also corrected. Students should be encouraged to experiment and discover their own voice, style, and creativity.

Grammar: Each week, the instructor should assign a chapter of a grammar or style book, or give students a grammar handout, to be tested in a quiz the following week. If the instructor has assistance, the quizzes should be collected and marked and the marks recorded each week; if not, students should mark each other's work in class and a grammar test should be set twice a term to be marked by the instructor. This syllabus will leave it to the instructor to select weekly grammar and style points to be studied and tested, since these are readily available in texts and vary from language to language. The purpose of every grammar lesson should be to improve writing. For example, tenses need to be mastered so that one can write consistently in a tense, correctly moving back to the past and forward to the future as required. One should understand the difference between the active and passive voice so that one can use the active whenever possible. And so on.

Number of hours per week: Two hours class time; plus 3 to 5 hours of out-of-class writing.

Required and recommended texts

For students:

The instructor may develop a portfolio of handouts or require students to purchase a grammar or style handbook, a writing text, and an anthology of exemplary non-fiction writing. English-language examples:

- Andrea A. Lunsford. *The St. Martin's Handbook: With 2003 MLA Update*. Bedford/St. Martin's (2003, or any edition).
- Lauren Kessler and Duncan McDonald. *When Words Collide: A Media Writer's Guide to Grammar and Style*. Belmont, California: Wadsworth (1996), William Strunk (and E.B. White): *The Elements of Style*. Longman (1999, or any edition).
- Roy Peter Clark. *Writing Tools: 50 Essential Strategies for Every Writer*. Little, Brown (2006)
- William K. Zinsser. *On Writing Well*. New York: HarperCollins (2006, or any recent edition).
- Roy Peter Clark and Christopher Scanlan. *America's Best Newspaper Writing*. Boston: Bedford/St. Martin's (2001).
- Kevin Kerrane and Ben Yagoda. *The Art of Fact*. Scribner (1998).
- Walt Harrington. *Intimate Journalism*. Sage (1997).
- George Orwell. *Selected Writings*. Heinemann (1958, or any edition).

For instructors:

Among texts in English that would be useful for instructors are the following:

- Jacques Barzun. *Simple & Direct: A Rhetoric for Writers*. Chicago: University of Chicago Press (1994, or any edition)
- Thomas S. Kane. *The New Oxford Guide to Writing*. New York: OUP (1994, or any edition)
- Ben Yagoda. *When You Catch an Adjective, Kill It*. Broadway Books (2007)
- Rudolf Flesch. *The Classic Guide to Better Writing*. New York: HarperCollins (1996)
- Jack Hart. *A Writer's Coach*. Pantheon (2006)
- Carl Sessions Stepp. *The Magic and Craft of Media Writing*. Chicago: NTC (2000)
- Christopher Scanlan. *Reporting and Writing*. New York: OUP (2000)
- Donald Murray. *A Writer Teaches Writing*. Boston: Houghton Mifflin (1985)
- Renee J. Cappon. *The Word: An Associated Press Guide to Good News Writing* (1991)
- G. Stuart Adam and Roy Peter Clark. *Journalism. The Democratic Craft*. New York: OUP (2006)
- Numerous websites offer writing instruction, tips, and exercises.

Schedule of classes

Two one-hour sessions each week. In the first hour, the instructor will respond to the students' writing from the previous week, give a class on an aspect of writing, and set a grammar quiz. In the second hour, students will meet in groups of 10-15 to critique each other's writing from the previous week and to take part in other writing activities.

Week 1

Two-hour class:

(1) Introduction. Set up discussion groups and procedures for daily assignments.

(2) Lecture on narrative writing: the anecdote. Stress that an anecdote is not an opinion or personal reflection, but an account of something happening.

Initial grammar quiz.

Daily assignment (Monday-Thursday): Write a 100- to 150-word anecdote of something you did or witnessed during the day.

Weekend assignment: Revise your best anecdote.

Readings for Week 2*: (1) Narrative writing, with an example of a nonfiction story, (2) Grammar handout or textbook chapter.

*The readings each week should consist of a writing and a grammar handout prepared by the instructor, or prescribed extracts from texts, and photocopies of exemplary pieces of writing. The handouts and examples could be combined into a portfolio (with copyright permission).

Week 2

Lecture on narrative writing: the story.

Grammar quiz.

Weekly group discussion: Students read their first (revised) anecdote; critique each other's writing and suggest improvements.

Daily assignment: Second set of anecdotes. Launch anecdote with a complication (e.g., a boy falls off his bike, a parade runs into traffic, a shopper can't decide which item to buy ...). Write for people of your own age.

Weekend assignment: Rewrite your best anecdote for people of your parents' or grandparents' age.

Readings for Week 3: (1) An example, selected from a local or national newspaper or magazine, or from an anthology, of a nonfiction narrative story that shows elements taught in the lecture, (2) Grammar.

Week 3

Lecture: Analysis of the narrative nonfiction story assigned for reading last week.

Grammar quiz.

Weekly group discussion: Second (original and rewritten) anecdote.

Daily assignment: Third set of anecdotes. This week write for people of your parents' or grandparents' age, trying to make your anecdote rise to a climax and resolution.

Weekend assignment: Rewrite your best anecdote for people of your age.

Readings for Week 4: (1) Description, with examples, (2) Grammar.

Week 4

Lecture: Descriptive writing.

Grammar quiz.

Weekly group discussion: third (original and rewritten) anecdote.

Daily assignment: Fourth set of anecdotes. This week emphasize description. Write for adults learning your language as a foreign language.

Weekend assignment: Rewrite your best anecdote for children.

Readings for Week 5: (1) An example, from a local or national newspaper or magazine, or from an anthology, of descriptive writing in a nonfiction story, (2) Grammar.

Week 5

Lecture: Analysis of the descriptive writing assigned last week; and writing for the ear (with the tape and script of a radio story).

Grammar quiz.

Weekly group discussion: fourth (original and rewritten) anecdote.

Daily assignment: Fifth set of anecdotes, written for a general audience.

Weekend assignment: Rewrite your best anecdote to be read aloud.

Readings for Week 6: (1) An example, from newspaper, magazine or anthology, of scene-setting in a nonfiction story, (2) Grammar.

Week 6

Lecture: Setting a scene, and covering an event.

Grammar quiz.

Weekly group discussion: fifth (original and rewritten) anecdote.

Daily assignment: A descriptive (or scene-setting) paragraph written for someone not familiar with the thing or person being described (or scene being set).

Weekend assignment: Attend an event assigned by instructor and write a 500- to 750-word piece about it. Hand in first draft Monday.

Readings for Week 7: (1) Drafting and revising, (2) Grammar.

Week 7

Lecture: Drafting and revising (eliminate clutter; tighten language; etc.).

Grammar quiz.

Weekly group discussion: Event pieces.

Daily assignment: First draft of an anecdote about something that happened to them

that day and then revise to eliminate clutter and tighten the language.

Weekend assignment: Revise event pieces for clarity and conciseness, and hand in final draft for marking.

Readings for Week 8: (1) Examples from local newspapers or magazines of writing with feeling, (2) Grammar.

Week 8

Two hour-class:

(1) Lecture: Drafting and revising (to add feeling, tone, drama).

(2) Grammar test.

Weekly group discussion: Discuss last week's draft-and-revise anecdotes.

Daily assignment: Students choose a bland or predictable topic or event and write with feeling about it, e.g., waking up that day; that day's breakfast; walking (or taking the bus) to school; etc.

Weekend assignment: Students are given two pieces of writing on the same subject, one good, one not so good, and are asked to explain what makes the one piece better than the other (and how the lesser piece could be improved).

Readings for Week 9: (1) An example from newspaper, magazine or anthology, of explanatory writing, (2) Grammar.

Week 9

Lecture: Explanatory writing.

Grammar quiz (or review of grammar test).

Weekly group discussion: Discuss (weekend) critiques.

Daily assignment: "I wonder why/what/how/..." Students are given a picture, object, story from the local paper, set of facts, etc. for each day and asked to list all the things they wonder about it.

Weekend assignment: Students are paired: choose something about each other that they wonder about; ask questions; write the story.

Readings for Week 10: (1) Examples of explanatory writing about ideas and processes, (2) Grammar

Week 10

Lecture: Explaining ideas and processes.

Grammar quiz.

Weekly group discussion: Students discuss weekend's pieces about each other.

Daily assignment (Sunday to Thursday): a 100- to 150-word piece of explanatory writing (e.g., giving directions from university to their home; explaining how Facebook works); etc., written for adult readers not familiar with the idea or process being explained.

Weekend assignment: Write a story for the general public explaining something

from a science or social science course.

Reading for Week 11: (1) How to begin a story. (2) Grammar.

Week 11

Lecture: Engaging the reader: what makes a good introduction or lead to a story?

Grammar quiz.

Weekly group discussion: Last week's explanatory stories.

Daily assignment: Write an anecdote, concentrating on an effective first sentence.

Weekend assignment: Identify three effective introductions (or leads) from the weekend paper, and explain why they're effective.

Reading for Week 12: (1) Endings, (2) grammar

Week 12

Lecture: What makes a good ending to a story?

Grammar quiz.

Weekly group discussion: Discuss last week's anecdotes and (weekend) exercise on introductions.

Daily assignment: Write an anecdote, concentrating on an effective ending.

Weekend assignment: Attend an event assigned by instructor and write a 750- to 1,000-word piece about it, using narrative, descriptive and explanatory techniques.

Hand in first draft Monday morning.

Reading for Week 13: (1) The language of journalism, (2) Grammar.

Week 13

Lecture: The language of journalism: concrete, specific, active, clear, democratic, non-sexist, non-racist.

Grammar quiz.

Weekly group discussion: Discuss last week's anecdotes and first drafts of event stories.

Daily assignment (Sunday to Thursday): Write an anecdote using examples of the language of journalism.

Weekend assignment: Revise event pieces and hand in Monday for grading.

Reading for Week 14: (1) Effective and ineffective transitions, (2) Grammar.

Week 14

Two-hour class:

(1) Lecture: Transitions

(2) Grammar test

Weekly group discussion: Each student reads his/her best story of the term and explains what makes it good.

Daily assignment: Write an anecdote about something that happened during this course.

Weekend assignment: Turn the anecdotes into a 750- 1,000-word narrative story about this course. Hand in for grading.

Reading for Week 14: An exemplary non-fiction story

Week 15

Lecture: Analyze the exemplary story: what are its strengths?

Grammar quiz (or review last week's test).

Weekly group discussion: Discuss anecdotes about the course.

Grading and assessment protocol:

Daily and weekend assignments

Submitted: 25%

Marked: 25%

Major stories: 30%

Grammar quizzes/tests: 20%

Contributed by Michael Cobden, University of King's College, Halifax, NS, Canada

Foundations of Journalism: National and International Institutions

Level of the Course: First Year of Three-Year or Four-Year Undergraduate Degree

Course Description: This course aims at providing a basic understanding of one's own country's system of government, its constitution, system of justice, political process, geography, economy, including an understanding of poverty, environmental and development issues, and its relations with other countries.

Mode: Combination of lectures, group presentations, and two open-book exams.

Pedagogical approach or method: The course will consist of two one-hour lectures each week, when all students are expected to take extensive notes. At the middle of the course, and at the end of the course, there will be open-book written exams, when students bring their notes to class and answer questions related to the lectures. Every fourth class or so will comprise group presentations (a maximum of 12 students each) on topics related directly or indirectly to the classroom lectures. For the sake of parity, each group will be given their topic only two weeks in advance.

Number of hours per week: 2 hours (weeks 1 – 15: lecture mode interspersed with group presentations and two open-book exams.)

Required and recommended texts and/or equipment

For the Instructor:

- Allen, Tim and Thomas, Alan, *Poverty and Development*, 2nd revised edition, Oxford University Press, 2000.
- Barr, Nicholas, *Economics of the Welfare State*, 4th. Edition, Oxford University Press, 2004.
- Blaug, Mark, *Economic Theory in Retrospect*, Richard B. Irwin, 1962.
- Boyle, Godfrey, ed., *Renewable Energy*, Oxford University Press, 2nd edition, 2004.
- Dahl, Robert A., *Democracy and its critics*, Yale University Press, 1989, Orient Longman, 1991.
- Dunn, John, ed., *Democracy—the unfinished journey*, 508 B.C. to A.D. 1993, Oxford University Press, 1992.
- Elster, Jon and Slagstad, Rune, eds., *Constitutionalism and democracy*, Cambridge University Press and Universitetsforlaget, 1988; paperback edition 1993.
- Freeman, Samuel, 'Original meaning, democratic interpretation and the Constitution', *Philosophy and Public Affairs*, Winter 1992.
- Gillespie, Andrew, *Foundations of Economics*, Oxford University Press, 2007.
- Hillman, Mayer, Fawcett, Tina, Rajan, Sudhir Chella, *The Suicidal Planet: how to prevent global climate catastrophe*, Thomas Dunne Books, 2007.
- Hirst, Paul and Khilnani, Sunil, eds., *Reinventing democracy*, Blackwell, 1996.
- Hunt, Alan, *Explorations in law and society – towards a constitutive theory of law*, Routledge, 1993.
- Lipsey, Richard and Chrystal, Alec, *Economics*, 11th. Edition, Oxford University Press, 2007.
- McGraw-Hill authors, *Geography: The world and its people*, Glencoe/McGraw-Hill, 1998, 2nd edition.
- Mill, John Stuart, *Utilitarianism*, <http://www.utilitarianism.com/jsmill.htm>.
- Riley, Jonathan, Ferejohn, J., and Rakova, J., *Constitutional Culture and Democratic Rule*, Cambridge University Press, 2001.
- Rodriguez-Pose, Andres, *The European Union: Economy, Society, Polity*, Oxford University Press, 2002.
- Sen, Amartya, and Williams, Bernard, eds., *Utilitarianism and beyond*, Cambridge University Press, 1982.
- Sen, Amartya, *Inequality re-examined*, Clarendon Press, 1992.
- Tocqueville, Alexis de, *Democracy in America* [original French edition in 1835], Wordsmith Editions, 1998.

For the Students:

Students should have access to computers with Internet facility, in order to be able to source additional information for course work.

Schedule of classes

Week 1

Class 1: Introduction to the course; discussion of reading list and pedagogical mode of assessing students' performance.

Class 2: Lecture on the nature of democracy, beginning from the ancient Greek (508 B.C.) experiment with direct democracy to the French Revolution and its aftermath.

Week 2

Class 1: Gandhian-style politics may be studied in comparison with Martin Luther King's civil liberties movement in the US or the Truth and Reconciliation Commission in South Africa.

Class 2: Group Presentation

Week 3

Class 1: The inherent tensions between democracy and constitutionalism, between the legislature and the judiciary.

Class 2: Country-specific discussion of the same issues. The EU constitution (relevant excerpts from Rodriguez-Pose) may also be discussed.

Week 4

Class 1: A discussion of human rights and the law.

Class 2: Group Presentation

Week 5

Class 1: Country-specific discussion of human rights and the law.

Class 2: Gender and the legal system – should personal laws be uniform across different communities?

Week 6

Class 1: An introduction to basic concepts in economics

Class 2: Group Presentation

Week 7

Class 1: An overview of economic thought from Adam Smith to David Ricardo and Karl Marx

Class 2: Neo-classical economics

Week 8

Class 1: Country-specific economic issues

Class 2: A one-hour open-book exam, where students are expected to write short

notes (50 – 100 words each) on 10 questions (there will be scope for choosing these 10 out of 20 questions or thereabouts) based on the class lecture notes, taken during lectures presented between Weeks 1-8. Each answer carries 3 marks.

Week 9

Class 1: The welfare state model in Western Europe: Keynes and welfare economics

Class 2: Country-specific welfare issues (for example: state intervention and five-year plans in India)

Week 10

Class 1: Globalisation, Privatisation, Liberalisation – the decade of the 1990s.

Class 2: Globalisation, Privatisation, Liberalisation – the decade of the 1990s.

Week 11

Class 1: An understanding of the Human Development Index (focusing on education, health and purchasing power parity in income) and its computation, along with a country-wise analysis.

Class 2: Group presentation

Week 12

Class 1: An overview of the geographical location of countries, including trouble spots and conflict zones across the globe.

Class 2: Group presentation

Week 13

Class 1: An overview of geographical concerns, like climate change and energy alternatives – country-specific

Class 2: Development and Environmental Concerns

Week 14

Class 1: Development and Environmental Concerns – Is there a conflict of interests between economic and environmental concerns?

Class 2: Group presentation

Week 15

Class 1: Discussion and review class.

Class 2: A one-hour open-book exam, where students are expected to write short notes (50 – 100 words each) on 10 questions based on lectures presented between Weeks 9-15. Each answer carries 3 marks.

Grading and assessment protocol: Students should hand in their anecdotes each morning for recording. At least one piece a week from each student will be marked if the instructor has assistance; if not the instructor will mark a selection each week, to ensure that each student has seven or eight pieces marked during the term.

Attendance and class participation: 10 %

Two open-book exams: 30% + 30 %: total 60 %

Group presentation: 30%

Comments

This syllabus is designed for the Bachelor's degree level. In a syllabus for the Master's degree level, the group presentations could be replaced with seminar classes for smaller groups (8 – 10 students each), looking at diverse topics and specializations related to the course. For a pre-university diploma course offered at a non-degree-granting institution, the group presentations could be replaced with tutorial classes, which would be useful to clarify concepts and instigate further discussions among the students.

Contributed by Nalini Rajan, Dean of Studies, Asian College of Journalism, Chennai, India

Foundations of Journalism: General Knowledge

Level of the Course: First Year of Four-Year Undergraduate Degree

In this course, students should gain a general idea of world history, and then go on to understand their country's or region's specific history. This is so that they may comprehend the processes that lead to dramatic events, like the partition of India, or the devastating civil war in Rwanda, or again, the recent resurgence of socialism in Latin America. From there, proceeding to identity politics, it is important to cover theories and practices connected to gender, race, caste, religion, culture, and understand how the struggle for these identities contributes to nation-building.

Course Description: This includes basic knowledge of national and international history and an introduction to contemporary social and other issues of importance to journalists: gender, race, ethnicity, religion, social class, conflict, with training in applying analytical and critical techniques to news coverage of these issues.

Mode: Combination of lectures, group analysis of texts, and two open-book exams.

Pedagogical approach or method: The size of an undergraduate class is usually large, and there is limited scope for teacher-student interaction, tutorials or seminar-style instruction. Weeks 1 – 15 will comprise lectures, complemented with audio-visual aids like film clippings, and all students are expected to take extensive notes. While it is important to intersperse these classes with opportunities for discussion and clarification of difficulties faced by the class with respect to certain lectures, it is difficult to fit them in as part of the course work, given the time constraint. The instructor, however, should be able to provide such opportunities to students wherever possible, in the form of tutorial classes.

At the middle of the course, there will be an open-book written exam, when students bring their notes to class and answer questions related to the classroom lectures. There will be another open-book written exam at the end of the course. (An example of the kind of question in such an exam for a journalism school in India would be: What were the objections by Indian sociologists to Dalits (former Untouchables) from India participating in the World Conference on Racism and Xenophobia in Durban, South Africa, in August-September 2001?) An open-book exam fulfils the twin objectives of treating students like reporters who take extensive notes, while also reducing the possibility of plagiarism. Every fourth class or so will comprise of a group analysis of a specific text (a maximum of 12 students in each group). While analysing the text, each group should show their awareness of contemporary socio-political and economic developments in the region in question. For the sake of parity, each group will be handed the text only two weeks prior to their presentation. Number of hours per week: 2 hours (weeks 1 – 15: lecture mode; group text and news analysis classes, two open-book exams.)

Required and recommended texts and/or equipment

The texts for which instructors could substitute texts from their own country or region are marked with an asterisk. Apart from these texts, the instructor may use film clippings as a complementary educational tool.

For the Instructor:

- Ahmed, Akbar S., *Postmodernism and Islam—predicament and promise*, Routledge, 1992.
- *Ahmed, Imtiaz, Ghosh, Partha S. and Reifeld, Helmut, eds., *Pluralism and equality—values in Indian society and politics*, Sage Publications, 2000.
- Anderson, Benedict, *Imagined Communities*, Verso, 1983, Revised edition, 1991.
- Banton, Michael, *Racial Theories*, 2nd edition, Cambridge University Press, 1998.
- *Basu, Tapan, et al, *Khaki shorts and saffron flags*, Orient Longman, 1993.
- Bayly, Susan, *Caste, society and politics in India – from the eighteenth century to the modern age*, The New Cambridge History of India series, Cambridge University

Press, 1999.

- Bhargava, Rajeev, ed., *Secularism and its critics*, Oxford University Press, 1998.
 - Bhargava, Rajeev, Bagchi, Amiya Kumar and Sudarshan, R., eds., *Multiculturalism, liberalism and democracy*, Oxford University Press, 1999.
 - *Chandra, Bipan, *Communalism in modern India*, Vikas, 1984.
 - *Chatterjee, Partha, *The nation and its fragments—colonial and postcolonial histories*, Oxford University Press, 1994.
 - *Das, Veena, Gupta, Dipankar, and Uberoi, Patricia, eds., *Tradition, pluralism and identity—in honour of T.N. Madan*. Contributions to Indian Sociology< Occasional Studies 8, Sage Publications, 1999.
 - Dirks, Nicholas, *Castes of mind – colonialism and the making of modern India*, Princeton University Press, 2001; Permanent Black, 2002.
 - Dumont, Louis, *Homo Hierarchicus: the caste system and its implications*, Weidenfeld and Nicolson, 1970.
 - Elliott, Carolyn M., *Civil society and democracy – A Reader, Themes in Politics*, Oxford University Press, 2003.
 - Elshtain, Jean Bethke, *Public man, private woman—women in social and political thought*, Princeton University Press, 1981.
 - *Gandhi, Rajmohan, *Understanding the Muslim mind*, Penguin Books, 1987.
 - *Gopal, Sarvepalli, ed., *Anatomy of a confrontation—the Babri-masjid Ramjanmabhumii issue*, Penguin Books, 1991.
 - Guha, Ramachandra and Parry, Jonathan P., eds., *Institutions and inequalities—essays in honour of Andre Beteille*, Oxford University Press, 1999.
 - Gupta, Dipankar, ed., *Social Stratification, Oxford in India Readings in Sociology and Social Anthropology*, Oxford University Press, 1992, second and enlarged edition.
 - *Hasan, Zoya, ed., *Politics and the state in India, Readings in Indian government and politics*, Sage Publications, 2000.
 - Hawley, John Stratton, ed., *Fundamentalism and gender*, Oxford University Press, 1994.
- Hutchinson, John, *Modern nationalism*, Fontana Press, 1994.
- *Jaffrelot, Christophe, *The Hindu nationalist movement and Indian politics, 1925 to the 1990s*, Penguin, 1999.
- *Kaviraj, Suddipta, ed., *Politics in India*, Oxford in India Readings in Sociology and Social Anthropology, Oxford University Press, 1997.
- Keylor, William R., *The Twentieth Century World and Beyond—An international history since 1900*, 5th. Edition, Oxford University Press, 2005.
 - Kymlicka, Will, *Liberalism, community and culture*, Clarendon Press, 1989.
 - Kymlicka, Will, ed., *The rights of minority cultures*, Oxford University Press, 1995.
 - *Lannoy, Richard, *The speaking tree—a study of Indian culture and society*, Oxford University Press, 1971.
 - *Madan, T.N., *Modern myths, locked minds—secularism and fundamentalism in*

India, Oxford University Press, 1997.

- *Mahajan, Gurpreet, *Identities and rights—aspects of liberal democracy in India*, Oxford University Press, 2001.
- Mahajan, Gurpreet, *The Multicultural Path – issues of diversity and discrimination in democracy*, Sage Publications, 2002.
- Mouffe, Chantal, ed., *Dimensions of radical democracy—pluralism, citizenship, community*, Verso, 1992.
- *Nandy, Ashis, *At the edge of psychology—essays in politics and culture*, Oxford University Press, 1990.
- Omvedt, Gail, *Dalits and the democratic revolution – Dr. Ambedkar and the Dalit movement in colonial India*, Sage Publications, 1994.
- Parish, Steven M., *Hierarchy and its discontents—culture and the politics of consciousness in caste society*, Oxford University Press, 1997.
- Rajan, Nalini, *Democracy and the limits of minority rights*, Sage Publications, 2002.
- Said, Edward W., *Representations of the intellectual*, The 1993 Reith Lectures, Vintage, 1994.
- *Sinha, Mrinalini, *Colonial masculinity—the ‘manly Englishman’ and the ‘effeminate Bengali’ in the late nineteenth century*, Manchester University Press, 1995.
- Sivan, Emmanuel, *Radical Islam—medieval theology and modern politics*, Yale University Press, 1985.
- *Sunder Rajan, Rajeswari, *Real and imagined women—gender, culture and postcolonialism*, Routledge, 1993.
- *Vanaik, Achin, *Communalism contested—religion, modernity and secularization*, Vistaar Publications, 1997.

For the Students:

Please note that each group will have only two weeks to prepare for their analysis class. Each group of students will have to choose one book or extract from the following reading list and analyse the content, in the light of contemporary socio-political developments in the concerned region. Students should also have access to computers with Internet facility, in order to be able to source additional information for course work. The instructor could provide a starting list of websites that students could build on.

- Brown, Judith M., *Modern India: The origins of Asian democracy*, Oxford University Press, 1994.
- Donghi, Tulio Halperin, *The contemporary history of Latin America*, Duke University Press, 1993.
- Dunkerly, James, *Rebellion in the veins—political struggle in Bolivia 1952-1982*, Verso, 1984.

- Galeano, Eduardo, *Open Veins of Latin America: Five centuries of the pillage of a continent*, Monthly Review Press, 25th. Edition, 1997.
- Gelwin, James L., *The Modern Middle East – A History*, Oxford University Press, 2004.
- Gildea, Robert, *Barricades and Borders: Europe 1800-1914*, Oxford University Press, 2003.
- Gray, Jack, *Rebellions and Revolutions: China from the 1800s to 2000*, Oxford University Press, 2003.
- Guillermprieto, Alma, *The Heart that Bleeds: Latin America Now*, Vintage Reprint Edition, 1995.
- Hasan, Mushirul, *The Mushirul Hasan Omnibus : Comprising Nationalism and Communal Politics in India, 1885-1930; A Nationalist Conscience: M.A. Ansari, the Congress and the Raj; Islam in the Subcontinent: Muslims in a Plural Society*, Manohar Publications, 2006.
- Jones, Maldwyn A., *The Limits of Liberty: American History 1607-1992*, Oxford University Press, 1995.
- Ki-Zerbo, Joseph, *Histoire de l'Afrique Noire, Librairie A. Hatier*, Paris, 1978.
- Lloyd, T.O., *Empire, Welfare State, Europe: History of the United Kingdom 1906-2001*, Fifth Edition, Oxford University Press, 2002.
- Packenham, Thomas, *The Scramble for Africa*, Reprint edition, Harper Perennial, 1992.
- Spear, Percival, *A History of India, Volume 2*, Penguin, 1990 reprint.
- Thapar, Romila, *A History of India, Volume 1*, Penguin, 1966.
- Thapar, Romila, *History and beyond*, Oxford University Press, 2000.

Because of the difficulty of procuring texts, the instructor could compile a portfolio of readings to cover the syllabus, and use that as a base for compiling a textbook of general knowledge for his/her country. That would be a valuable resource for other instructors and a valuable academic exercise for the instructor. It could even be formulated as an international website, with the flexibility to substitute locally available readings.

Week-by-week schedule of classes, including topics and reading materials

The texts and topics for which instructors could substitute from their own country or region are marked with an asterisk.

Week 1

Class 1: Introduction to the course; discussion of reading list and pedagogical mode of assessing students' performance.

Readings for Class 2: Excerpts from Kaylor, 2005.

Class 2: An overview of world history

Readings for Week 2: Excerpts from Kaylor, 2005.

Week 2

Class 1: An overview of world history

Class 2: Group Analysis of chosen text

Readings for Week 3: (Class 1) Excerpts from Anderson, 1983, Hutchinson, 1994 (Chapter 1: How modern is the nation? Fact of history or modern myth? Pages 1-38), Mahajan, 2001 (Chapters 1 and 2, Pages 1-39); (Class 2) Excerpts from Elshtain, 1981.

Week 3

Class 1: Introduction to identity politics and its relation to nation-building. The discussion should centre around the importance of local assertions and its links to global assertions.

Class 2: An overview of gender issues, differentiating between the private and the public, the biological and the socially constructed.

Readings for Week 4: Excerpts from *Sinha, 1985, *Sunder Rajan, 1993.

Week 4

Class 1: Country or region-specific gender issues from a post-colonial perspective.

Class 2: Group Analysis of chosen text

Readings for Week 5: Excerpts from Banton, 1998.

Week 5

Class 1: What is the ideology of racial discrimination? Is there a scientific rationale to racial discrimination?

Class 2: A discussion of apartheid in South Africa, race relations in the US in the post civil war period, and an analysis of the Conference on Racism and Xenophobia in Durban, 2001.

Readings for Week 6: Excerpts from Dumont, 1970 (Chapter 2: From system to structure: the pure and the impure, Pages 33-64), Lannoy, 1971 (Part 3: The Social Structure, Pages 135-214), Gupta, 1992 (Varna and caste by M.N. Srinivas, Pages 28-34, Caste in a South Indian village by Andre Beteille, Pages 146-162, Hierarchy, status and power: the caste system and its implications by Louis Dumont, Pages 471-491).

Week 6

Class 1: What is caste? Is it a phenomenon peculiar to the Indian subcontinent, or is it a colonial construction?

Class 2: Group Analysis of chosen text

Readings for Week 7: (Class 1) Excerpts from Bayly, 1999 (Chapters 4-9). (Class 2) Excerpts from Guha, 1999 (Chapter 2: The Brahmins and Brahminical values in

modern Tamil Nadu, Pages 30-55; Two cheers for reservation: the Satnamis and the steel plant by Jonathan P. Parry, Pages 128-169), Hasan, 2000 [Chapter 11: Changing terms of elite discourse—the case of reservation for ‘Other Backward Classes’ By D.L. Sheth, Pages 246-268], Parish, 1997 [Chapter 6: The Indian untouchable’s critique of culture, Pages 172-197], Dirks, 2002 [Part 1: The ‘invention’ of caste, Pages 1-60; Part 4: Recasting India: caste, community, and politics, Pages 229-302], and Omvedt, 1994 [Chapters 3 and 4, Emergence of the Dalit movement, Pages 59-160].

Week 7

Class 1: *A discussion and critique of terms like ‘varna’, ‘jati’, the Renouncer figure, Sanskritisation and Kshatriya-isation.

Class 2: *The Dalit critique of the caste system and caste assertion in Indian politics.

Readings for Week 8: Excerpts from Bhargava, 1998 [Chapter 3: Religious liberty—freedom of choice or freedom of conscience by Michael J. Sandel, Pages 73-93; Chapter 4: The two thresholds of laicisation by Jean Bauberot, Pages 94-136].

Week 8

Class 1: A brief overview of the trajectory of secularism and secularisation in France and the US.

Class 2: A one-hour open-book exam, where students are expected to write short notes (50 – 100 words each) on 10 questions (there will be scope for choosing these 10 out of 20 questions or thereabouts) based on the class lecture notes, based on lectures presented between Weeks 1-8. Each answer carries 3 marks.

Readings for Week 9: Excerpts from Ahmed, 1992 [Chapter 1: Postmodernism and Islam, Pages 1-50], *Basu et al, 1993, *Chandra, 1984 [Chapter 1: What is communalism? Pages 1-33], *Gandhi, 1987 [Chapter 1: Hindus and Muslims, Pages 1-18], *Gopal, 1991 [Introduction, Pages 11-21], Hawley, 1994 [Chapter 7: Fundamentalism and the control of women by Karen McCarthy Brown, Pages 175-211], *Hasan, 2000 [Chapter 12: Religion and Politics in a secular state—law, community and gender by Zoya Hasan, Pages 269-289], *Jaffrelot, 1999 [Part 1: Three Hindu nationalist strategies, Pages 11-157], *Madan, 1997, Nandy, 1990 [Chapter 4: Final Encounter: The politics of the assassination of Gandhi, Pages 70-98], Rajan, 2002 [Chapter 3: Freedom of conscience or of choice? Pages 77-116], Sivan, 1985 [Chapter 1: The mood: doom and gloom, Pages 1-15], *Vanaik, 1997 [Part I, Chapters 1, Introduction, and 2, Reflections on communalism and nationalism in India, Pages 3-62].

Week 9

Class 1: Understanding secularism in the context of traditional cultures in the developing world.

Class 2: The interface of religion, secularism and gender.

Readings for Week 10: Excerpts from Kymlicka, 1995, Bhargava, 1999, Mahajan, 2002 (Chapter 1: Introduction—beyond pluralism, towards multiculturalism, Pages 11-22; Chapter 3: Valuing diversity, preserving minority cultures, Pages 53-84).

Week 10

Class 1: What is multiculturalism, and how does it differ from pluralism?

Class 2: Group Analysis of chosen text

Readings for Week 11: Excerpts from Kymlicka, 1995, Bhargava, 1999, Mahajan, 2002 (Chapter 5: Feminism and multiculturalism, Pages 123-145, Chapter 6: The limits of multiculturalism, Pages 146-165).

Week 11

Class 1: Understanding multiculturalism in the developed and the developing world.

Class 2: Feminism and multiculturalism – are they compatible?

Readings for Week 12: Excerpts from *Chatterjee, 1994.

Week 12

Class 1: Nation-building in the context of local and global assertions – is the nation-state becoming extinct?

Class 2: Group Analysis of chosen text

Readings for Week 13: (Class 1) Excerpts from Elliott, 2003 (Chapter 2: Modes of civil society by Charles Taylor, Pages 43-62; Chapter 3: The idea of civil society—a path to social reconstruction by Michael Walzer, Pages 63-82; Chapter 4: Rethinking the public sphere—a contribution to the critique of actually existing democracy by Nancy Fraser, Pages 83-105), Mouffe, 1992 (Chapter 3: Context is all: feminism and theories of citizenship, Pages 63-85). (Class 2) Excerpts from *Kaviraj, 1997 (Part I, Chapter 4: The nation and its outcasts by Partha Chatterjee, Pages 94-118; Part VII, Chapter 2: Crisis of governability by Atul Kohli, Pages 383-395).

Week 13

Class 1: State, Civil Society and Nationalism

Class 2: Nation or Region-specific: State, Civil Society and Nationalism

Readings for Week 14: All six chapters in Edward Said, 1994.

Week 14

Class 1: A discussion of the role and responsibility of the Intellectual-Journalist.

Class 2: Group Analysis of chosen text

Week 15

Class 1: Discussion and review class.

Class 2: A one-hour open-book exam, where students are expected to write short notes (50 – 100 words each) on 10 questions (there will be scope for choosing these 10 out of 20 questions or thereabouts) based on the class lecture notes, based on lectures presented between Weeks 9-15. Each answer carries 3 marks.

Grading and assessment protocol:

Attendance and class participation: 10 %

Two open-book exams: 30% + 30%: total 60 %

Analysis of texts: 30%

Comments

This syllabus is designed for the Bachelor's degree level. In a syllabus for the Master's degree level, I would replace the text analysis classes with seminar classes for smaller groups (8 – 10 students each), looking at diverse topics and specialisations related to the course. For a pre-University diploma course, I would replace the text analysis classes with a weekly news and general knowledge quiz that students would have to pass to get credit for the course. All the questions each week would be based on that week's news (and the general knowledge information the news assumes or provides). Another way would be to assign each student or group of students an online newspaper from somewhere. The instructor would find a way for students to share with each other the knowledge they gained.

{Contributed by Nalini Rajan, Dean of Studies, Asian College of Journalism, Chennai, India}

Reporting and Writing/Tier 1: Basic news and features

Level of the course: Bachelor's program: first year, three year-degree; second year, four-year degree

Course description: This course takes a skills oriented approach to train students in the basics of reporting and news writing. The main objective is to help develop a clear, concise writing style and a passion for thorough, accurate reporting. The content is organized to build professionalism and self-confidence in journalistic skills.

Many of the assignments will be done outside the classroom where students will function as reporters writing for publication. Just as in any media operation, they will be responsible to an editor — or in this case, a professor — who will coach

them through the reporting/writing process and evaluate their work, focusing on strengths, weaknesses and opportunities for improvement.

Ultimate goal: To move students as close as possible to the real world of journalism where they will report and write on deadline, as well as work through editing process with their professor.

Mode: Combination of lectures, discussions, small group exercises and fieldwork.

Pedagogical approach or method: Three factors should be considered when deciding how the course will operate:

(1) A strong student-professor interaction is important during the reporting/writing process. Ideally, class size should be around 20. The course could be re-designed to accommodate larger numbers, with less emphasis on editing/coaching process.

(2) Access to communication technology must be factored into class structure. If the course is offered in a country with greater access to technology, more emphasis could be placed on use of Internet as reporting tool.

(3) Melvin Mencher offers an excellent sequence that could be used to structure a first course in reporting and writing. Mencher, or any other text on the instructor's reading list, should be supplemented with local reference and examples whenever possible. Some of the handouts in this syllabus, such as process of analysis, could be translated. Instructors are encouraged to help students tap into the local media environment, including taking them on field trips to newspapers and radio/TV stations, so they can begin networking with local journalists.

Number of hours per week: 4 hours (2 – lecture, discussion and small group classroom exercises, 2 - field work that includes reporting/editing/rewriting)

Required and recommended texts

For the instructor:

- Shirley Biagi (1992), *Interviews that Work: A Practical Guide for Journalists*, 2nd edition, Wadsworth Publishing.
- Bill Dedman, *Power Reporting*, <http://powerreporting.com>, resources and training in computer assisted reporting and editing.
- Edward Jay Friedlander and John Lee (2000), *Feature Writing for Newspapers and Magazines*, 4th edition, Longman.
- Melvin Mencher (2006), *News Reporting and Writing*, 10th edition, McGraw-Hill.
- John Pilger (2005), *Tell Me No Lies: Investigative Journalism that Changed the World*, Thunder Mouth's Press.
- Carol Rich (2007), *Writing and Reporting News*, 5th edition, Thomson Publishing.

For students:

Chapters of Mencher's (2006) book and other readings are listed below for specific classes.

Equipment: Highly recommended – access to computers with Internet access.

Schedule of classes:**Week 1**

Introduction to the course

Discussion: Why do you want to study journalism? How did you first get interested in this profession? From where you are today, what role do you see for yourself as a journalist? (This could lead to a discussion of how they view media performance in their country.)

Reading for Week 2: Mencher, Chapter 1 and 2.

Week 2

Lecture: Comments on the role of the media in a democracy with emphasis on the importance of trained, committed journalists to serve as the bridge between government and the people.

Exercise on the ideal mission of journalism: what are the major tenets of the profession?

Lecture/discussion at the end of this class meeting: What is news?

Assignment due beginning of week 3: Read a local newspaper and make a list of Page 1 stories. In your opinion, was this a fair and balanced report? Why or why not? Listen to local radio and TV news broadcast. Write down the top stories of the day and run them through same drill.

Reading for week 3: Mencher's Chapter 3 and 16.

Week 3

Lecture: The basics of reporting and news writing.

Small group exercise: Discuss stories analyzed from local media.

Lecture/practice session: Professor will provide tips for reporting a meeting, speech, and press conference story, with a writing exercise to follow. Students will be given basic information about a speech and meeting that has taken place in the community and asked to write a lead.

Assignment for week 4: Cover a meeting and a speech that is taking place on campus or in the community. A handout will provide students with specifics on length and deadline.

Reading for Week 4: Mencher, Chapter 5, The Lead and Inverted Pyramid

Week 4

Lecture: Reporting and writing strategies.

Students will turn in speech and meeting stories and professor will debrief.

In-class exercise: Students will be given a lead to a news story and asked to identify the interrogatives. They will share responses and consider: What makes a good lead?

Assignment for Week 5: During the class, professor will set up a role play of a press conference on a relevant topic, walking students through the preparation and reporting process. Students will be assigned to a meeting or speech on campus or in community.

Reading for Week 5: Mencher, Chapter 6 and 15.

Week 5

Lecture: Getting it right: A passion for accuracy

Discussion will follow an exercise on the process of analysis, supported by a handout on this technique: Students will be given a news story and asked to analyze the lead, summation graphs, transitions, and use of quotes.

Two-part assignment for week 6:

(1) Cut out six leads from newspapers. Using the process of analysis, identify which questions are answered, such as who, what or why. (2) Clip out a feature story in a local newspaper or magazine. Work through the process of analysis to address the question: What are strengths/weaknesses in this story?

Another assignment for week six: Find a news story on campus to cover during the next five days. The story should fit the basic criterion for news and be of general interest to students.

Reading for Week 6: Mencher, Chapter 7.

Week 6

Lecture: The importance of writing strategies and storytelling

Discussion will focus on the assignment for Week 6 and illustrate the points made in the lecture.

Lecture/discussion: Writing the personality profile. Students will pair off and interview each other, following the guidelines for writing a good personality profile. They will be instructed to keep a record of the questions they ask, practice taking notes and searching out theme.

Assignment for Week 7: Students will write a story to be shared during the next class meeting on the person they interviewed. These stories should concentrate on show, don't tell.

Second assignment for Week 7: Write stories based on information obtained from police and other community sources. Identify major sources for crime stories.

Reading for Week 7: Mencher, Chapter 8, Features, Long Stories and Features

Week 7

Lecture: Anatomy of a feature story and more on storytelling techniques

Discussion: Students will share stories they wrote on their classmates and work through the process of analysis, examining leads, summation graphs, transitions and quotes. Professor then should turn to the news stories they wrote and work through the same process.

Lecture: Writing strategies that work. Students will practice using these strategies.

Assignment for Week 8: Work through the steps of a handout on "How to write a personality profile," using someone in your family or neighborhood.

Reading for Week 8: "Writing the Newspaper Feature Story" and "The Specialized Feature Story," by Edward Friedlander and John Lee.

Week 8

Lecture: Similarities and differences in newspaper and magazine feature stories

Exercise: analyze two magazine feature stories, using process of analysis. Part 2 of the exercise: Share interviews/stories they wrote on family or neighbors.

Assignment for Week 9: Report and write a personality profile on a newsworthy subject on campus or in the community. The professor must sign off students' choice.

Reading for Week 9: Review Mencher, Chapter 12 and 15.

Week 9

Lecture: Digging for Information and initiating newsgathering

Discuss personality profiles: strengths, weaknesses, what they would have done differently. This is an opportunity to review the basic definition of news.

Small group exercise: Mapping/outlining a complex story. Students list the most important stories on campus/community. They then break into group and choose one to map out.

Assignment for week 10: Select a story idea off the list the class created, then begin the research/reporting on this topic. This is preparation for issue story assignment.

Reading for Week 10: Mencher, Chapters 11 and 14.

Week 10

Lecture: Building and using background information and finding sources

Small group exercise: Brainstorm topics for issue story assignment.

Assignment for Week 11: Work on the preliminary stages of issue story.

Reading for Week 11: Mencher Chapters 18, 20, and 21.

Week 11

Lecture: Covering the community on a day to day basis

Exercise and discussion: Students will write an accident report, obituary and story

off a police report during class. During the week, students will clip between 6 and 8 stories from the local paper on accidents, deaths or crime report. Bring to class and discuss.

Reading for Week 12: Mencher, Chapter 25.

Week 12

Lecture: Freedom of the press and the law

Discussion of the country's media and how accurate and truthful students view the journalism practiced in their homeland to be. This should be supported by outside evaluations of the country's press corps by media experts, such as Freedom House and others.

Assignment for Week 13: Continue reporting on issue stories and debrief with professor.

Reading for Week 13: Mencher, chapter 26.

Week 13

Lecture: Taste – defining the appropriate

Discussion: Professor will show a video that deals with various aspects of stereotyping, mythmaking by the media, obscenity and graphic images. Students will be led through a discussion on the importance of standards and general guidelines for journalists.

Assignments for Week 14: Complete issue story due at beginning of class next time.

Second assignment for Week 14: Check websites, provided by the professor, and find at least three codes of conduct for journalists. As a class project, groups could be appointed to call local media outlets during the week to see if they have codes of conduct for their journalists.

Reading for week 14: Mencher, chapter 27

Week 14

Lecture: The morality of journalism

Turn in issue stories and discuss the reporting/writing process.

Exercise: Students will work in groups to share what they found from local media on ethics codes. They will use that material to create what they would determine to be model guidelines.

Reading and assignment for Week 15: Poynter Institute website on ethical decision-making.

Week 15

Lecture: Media and diversity/walking through ethical minefields

Small group exercise: Students will be given case studies to work through using

three different ethical decision making models. Handout will be prepared on these models.

Final activity: Sharing the successes of their reporting and writing over the weeks.

Grading and assessment protocol:

Attendance and in-class assignments - 30 percent

Speech, meeting, press conferences stories - 20 percent

News stories: 20 percent. Each student will write six news stories.

Profile, issue story and rewrites- 30 percent

Comments

This syllabus is designed for the Bachelor's degree level. In a syllabus for the Master's degree I would wrap the basic reporting assignments and readings into a shorter period of time and require graduate students to do a major investigative piece in addition to the issue story. They would spend more time working through the stages of the investigative process.

Contributed by Sherry Ricchiardi, Ph.D. Professor, Indiana University

Reporting and Writing/Tier 2: In-depth Journalism

Level of course: Bachelor's Degree

Course description: This full-year or 30-week course is designed to sharpen the abilities of students to report and write in depth. Students will develop their tools of critical thinking in conceptualizing, developing and writing stories. They will learn advanced interviewing techniques, investigative research methods and the interpretation of surveys. They will learn to access and analyze public records and build and manage databases. The course will focus on the analysis and practice of complex storytelling, including the use of narrative techniques. It will include an introduction to the reporting of disasters.

Mode: Combination of lectures, discussions, seminars, computer laboratory, field work and individual assignments

Pedagogical approach or method: The course will combine class sessions and extensive field experience. Class size: 16 at most.

Number of hours per week: Four hours (Two two-hour classes per week)

Texts

- Bernstein, Carl and Bob Woodward. (1974). *All the President's Men*. New York: Simon and Schuster.
 - Brady, John Joseph. (2004). *The Interviewer's Handbook: A Guerilla Guide (Techniques & Tactics for Reporters & Writers)*. Waukesha, WI: Kalmbach.
 - Friedlander, Edward Jay and John Lee. (2004). *Feature Writing for Newspapers and Magazines*. 5th Ed. New York: Longman.
 - Houston, Brant, and Len Bruzzese, Steve Weinberg. (2002). *The Investigative Reporter's Handbook – A Guide to Documents, Databases and Techniques*. 4th Ed. Boston: Bedford/St. Martin's.
 - Houston, Brant. (2004). *Computer-Assisted Reporting: A Practical Guide*. 3rd Ed. Boston: Bedford/St. Martin's.
 - Huckerby, Martin. (2005) *The Net for Journalists: A Practical Guide to the Internet for Journalists in Developing Countries*. UNESCO/Thomson Foundation/ Commonwealth Broadcasting Association.
 - Iorio, Sharon (Ed.). (2004). *Qualitative Research in Journalism: Taking it to the Streets*. Mahwah, NJ: Lawrence Erlbaum.
 - Kovach, Bill and Tom Rosenstiel. (2001). *The Elements of Journalism: What Newspeople Should Know and The Public Should Expect*. New York: Three Rivers Press.
 - Luechtefeled, Lori. (2004). *Interviewing the Interviewers. Investigative Reporters and Editors*.
 - Mencher, Melvin. (2006). *News Reporting and Writing*. 10th Ed. Boston: McGraw Hill.
 - Meyer, Philip. (2002). *Precision Journalism: A Reporter's Introduction to Social Science Methods*. 4th Ed. Lanham, MD: Rowman and Littlefield.
 - Protes, David et al. (2005). *The Journalism of Outrage: Investigative Reporting and Agenda Building in America*. New York: Guilford Press.
 - Rich, Carole. (2006) *Writing and Reporting News: A Coaching Method*. Belmont, CA: Wadsworth
 - Rosenstiel, Tom and Amy Mitchell (Eds). (2003). *Thinking Clearly: Cases in Journalistic Decision-Making*. New York: Columbia University Press.
- A journalism stylebook

Supplementary materials and useful websites

- Adam, G. Stuart and Roy Peter Clark. (2006). *Journalism: The Democratic Craft*. New York: Oxford University Press.
- Boynton, Robert (2005). *The New, New Journalism: Conversations with America's Best Non-fiction Writers*. New York: Vintage
- Clark, Roy Peter. (2006). *Writing Tools: 50 Essential Strategies for Every Writer*. Boston: Little, Brown & Co.

- Center for Investigative Reporting (<http://www.muckraker.org>)
- Investigative Reporters and Editors (<http://www.ire.org>)
- News University (<http://www.newsu.org>)
- Nieman Program on Narrative Journalism (<http://www.nieman.harvard.edu/narrative/>)
- Poynter Institute (<http://www.poynter.org>)
- The Pulitzer Prizes (<http://www.pulitzer.org>)
- Journalism.org's "Journalism Tools" (http://www.journalism.org/resources/j_tools)

Equipment: Access to computers with Internet access is necessary.

Schedule of Classes

First Term

Week 1

1. Introduction to the course; discussion of readings and assignments.

Review of Tier 1

Reading for next meeting: Mencher's (2006) Chapter 11, Digging for Information

2. Lecture: Layers of Reporting

Reading for next meeting: Four local articles: a story based on handout or press release, a news feature, an investigative report, and an explanatory piece

Week 2

1. Lecture: Layers of Reporting (continuation)

Assignment: Students select and analyze three stories from a newspaper or news magazine, each one typifying a layer of reporting. Due next meeting.

Readings for next meeting:

Kovach and Rosenstiel's (2001) Chapter 4, Journalism of Verification; Chapter 6, Monitor Power and Offer Voice to the Voiceless

Houston et al's (2002) Preface

2. Lecture: Investigative/In-Depth Reporting (Definitions and its importance in a democracy)

Readings for next meeting:

Houston et al's (2002) Introduction: Paper Trails and People Trails: An Overview
Biodata of guest lecturer and his or her article(s) that will be taken up

Start reading for Week 3: Bernstein and Woodward's (1974) All the President's Men

Week 3

1. Seminar: What In-Depth Reporting Entails (Guest speaker)

Assignment: Students write a critical paper of the lecture and stories the guest lecturer has written. Due next meeting.

Readings for next meeting:

Mencher's (2006) Chapter 13, Building and Using Background; Chapter 14, Finding, Cultivating and Using Sources

2. Lecture: Finding Background and Sources of Information

Week 4

1. Film showing: "All the President's Men"

Assignment: Students write a critical paper of the book and the movie. Due next meeting.

Readings for next meeting:

Brady's (2004) Chapter 4, The Care and Handling of Sources; Chapter 5, Backgrounding

Luechtefeld's (2004) Part 6, Finding and Cultivating Sources

Houston et al's (2002) Chapter 5, People Trails: Finding and Interviewing Sources

2. Lecture: Pinning Down and Interviewing Sources

Assignment: Students select two people they believe are worthy of deep backgrounding or a profile, and explain why in writing. Due next meeting.

Readings for next meeting:

Mencher's (2006) Chapter 15, Interviewing Principles and Practices

Brady's (2004) Chapter 7, Just Asking; Chapter 8, Asking the Tough Question; Chapter 22, The Best Questions

Week 5

1. Lecture: Powerful Interview Questions

Discussion: Students discuss proposed profile subjects and are randomly given the name of one subject for the Deep Profile assignment: an in-depth profile of the person, either a newsfeature or magazine piece of 1,500 to 2,000 words, relying mainly on an interview with the subject, interviews with at least two other people, public records and online information. The profile is due the first meeting of Week 11.

Assignment: Students start background research of the profile subject and will submit a two-page memo the second meeting of Week 6 explaining the focus of their story, the strategy for finding information, and the potential problems. The memo will also include at least 10 questions that must be asked of the subject.

Readings for next meeting:

Brady's (2004) Chapter 14, Getting the Good Quote; Chapter 15, Off the Record;

Chapter 16, Liar, Liar, Interviews Afire; Chapter 17, The Problem with PR

Luechtefeld's (2004) Part 1, Dealing with Sensitive Issues; Part 5, Nailing the Technical Interview

2. Lecture: Getting the Most of Interviews

Readings for next meeting:

Reading(s) similar to Houston et al's (2002) Chapter 2, Primary Documents: Obtaining the Best Evidence

Banisar, David. "Freedom of Information Around the World 2006: A Global Survey of Access to Government Records Laws" (http://www.freedominfo.org/documents/global_survey2006.pdf)

One or two in-depth articles that use a wide range of public records

Week 6

1. Lecture: Documents State of Mind

Assignment: (1) Students access public records from a government institution and explain how the records can be used in an in-depth story.

Due 2nd meeting of Week 7.

Readings for next meeting

Mencher's (2006) Chapter 12, Making Sound Observations

2. Field trip to a government hospital or an interesting event where students will unobtrusively observe the goings-on.

Assignment: Students write up their observations, making sure to provide some context and background. Due next meeting.

Readings for next meeting:

Houston's (2003) Chapter 2, Online Resources: Researching and Finding Data on the Internet

Huckerby's (2005) Chapter 7, Specialised Search; Chapter 8, Deeper Searching; Chapter 12, Checking on What You Find

Week 7

1. Lecture: Online Resources

In-class exercise: Students download data from government websites, as well as find sites useful for their profile project.

Readings for next meeting:

Huckerby's (2005) Chapter 9, News; Chapter 11, Reference Tools; Chapter 18, Blogs; Chapter 19, Multimedia; Chapter 20, Internet Phones and Email; Chapter 23, Security

2. Lecture and in-class exercise: Online Resources

Assignment: Students write a memo on the progress of their Deep Profile project.

Due next meeting.

Readings for next meeting:

Mencher's (2006) Chapter 8, Features, Long Stories and Series

Friedlander et al's (2003) Chapter 6, Writing the Newspaper Feature Story; Chapter 7, Writing the Specialized Feature Story
Two local award-winning articles (one profile and one news feature)

Week 8

1. Lecture: Long-form storytelling

Assignment: Students rewrite a news story written in a straightforward manner into a news feature. Due next meeting.

Readings for next meeting:

Rich's (2006) Chapter 26, Profiles

Biodata of and profiles written by guest speaker

2. Seminar: Writing Profiles and Other Long Stories (Guest speaker)

Assignment: (1) Students write a feature about the guest speaker based on her talk, articles and additional research. Due next meeting.

Readings for next meeting:

Armour, Stephanie's (2000) "Brainstorming, Good Files Help Identify Trend Stories" (<http://www.gannett.com/go/newswatch/2000/july/nw0721-1.htm>)

Sample trend stories

Week 9

1. Lecture: The Trend Story

Assignment: (1) Students are given an un-critiqued copy of a classmate's feature story on the seminar speaker to read and critique. (2) Students submit a memo containing two ideas for trend stories. The trend story, to consist of 2,000 to 2,500 words and must be accompanied by graphs, is due second meeting of Week 15. Both (1) and (2) due next meeting.

Readings for next meeting:

Mencher's (2006) Chapter 4 (Read Mathematics for the Reporter; Basic Calculations; Means, Modes and Medians; Analyzing Averages; Personalizing Numbers, More on Math)

Meyer's (2002) Chapter 3, Some Elements of Data Analysis

2. Lecture: Math for Journalists

In-class exercise: Students take math competency test.

Assignment: Students revise the feature story on the guest speaker critiqued by their classmate and resubmit this to the instructor along with the original version. Due next meeting.

Readings for next meeting:

Houston's (2004) Chapter 10, Doing the Computer-Assisted Reporting Story

In-depth stories put together through computer-assisted reporting

Week 10

1. Lecture: Computer-Assisted Reporting

Assignment: Students start researching on statistics and databases they should access for their trend story. Memo on their plan and progress of their research on the trend story due 2nd week of Week 12.

Readings for 1st meeting of Week 11:

Houston's (2004) Chapters 3 and 4, Spreadsheets (Parts 1 and 2)

2. Final prewriting consultation on profile

Week 11

1. Lecture: Spreadsheets for Journalists

In-class exercise (Computer lab): Students do spreadsheet exercise(s). (2) Students are given an un-critiqued copy of the deep profile written by a classmate to read and critique.

Assignment: Students rewrite and resubmit the deep profile along with original copy. Due next meeting.

Readings for next meeting:

Houston's (2004) Chapters 5 and 6, Database Managers, (Part 1 and 2)

2. Lecture: Database Managers for Journalists

In-class exercise (computer lab): (1) Students do database management exercise(s).

Readings for next meeting:

Houston's (2004) Chapter 7, Getting Data Not on the Internet; Chapter 8, Building Your Own Database (2004); Chapter 9, Dirty Data

Week 12

1. Lecture: Building a Database

In-class exercise: Students practice building a database.

Readings for next meeting:

Rich's (2006) Chapter 12 (Read Wall Street Journal Formula and Section Technique)

Local articles that used the Wall Street Journal Formula and Section Technique

2. Lecture: More Storytelling Techniques

Assignment: Students write memo on how the Wall Street Journal Formula and Section Technique can be applied to their trend story. Due next meeting.

Readings for next meeting:

Rich's (2006) Chapter 14, Storytelling and Feature Techniques

Kramer, Mark. "What is Narrative Journalism?" (<http://www.nieman.harvard.edu/>)

narrative/what_is.html)

Other reading materials and samples from the Nieman Program on Narrative Journalism (<http://www.nieman.harvard.edu/narrative/>)

Local articles that employ narrative techniques

Week 13

1. Lecture: Narrative Writing

Assignment: Students write a short narrative based on a scene, character or action they have come across for their trend story. Assignment is to be emailed to the instructor two days before next meeting. This will be turned over to guest speaker for critiquing.

Readings for next meeting:

Biodata and stories of guest speaker

2. Seminar: Doing Narrative Journalism (Guest speaker)

Assignment: Students rewrite narratives based on speaker's feedback. Due next meeting.

Readings for next meeting:

Rich's (2006) Chapter 24, Disasters and Tragedy

First-day, followup and in-depth stories on a major disaster that struck locally

Week 14

1/ Lecture: Reporting Disasters

Assignment: Students plan the type of coverage (package of stories) of a natural disaster that is likely to strike the community. Due next meeting.

Readings for next meeting:

Background of disaster agency and representative who will be the guest speaker

Biodata and articles of journalist who covered a disaster(s)

2/ Seminar: When Disasters Strike (Guest speakers)

In-class exercise: Students practice simulated real-time disaster reporting.

Week 15

1/ Final prewriting consultation

2/ Discussion: Students give highlights of their trend story and discuss their experiences in reporting and writing the story; First Term wrap-up

Second Term

Week 1

1. Introduction to Part 2 of the course; Discussion of list of readings and assignments; Review of Part 1

Readings for next meeting:

Protest' (2005) Chapter 1, The Quest for Reform; Chapter 2, The Investigative Tradition

Reading(s) on the state of investigative journalism in the country and/or the region

2. Lecture: Why Investigative Reporting Matters

Assignment: Students write an analysis of the "really high-impact" investigative report. Due next meeting.

Readings for assignment and next meeting

A really high-impact investigative report

Examples of two or three other investigations in different sectors

Week 2

1. Lecture: What Journalists Can Investigate

Discussion: Students discuss the investigative project they will pursue during the term: a two- or three-part investigative report, each part consisting of 1,000-1,500 words and accompanied by a 300- to 400-word sidebar, graph(s) and photograph(s). The first draft is due first meeting of Week 12. The final report is due second meeting of Week 14.

Assignment: Students select an original idea for their investigative project and write a one-page memo on why the story should be pursued, the main angles of the story, and the impact the report would have on the community if published. Due next meeting.

Reading to help students in choosing a subject for investigation:

Reread Houston et al's (2002) Introduction: Paper Trails and People Trails: An Overview

2. Lecture: What Journalists Can Investigate (continuation)

Assignment: (1) Students whose story ideas are approved start writing a detailed reporting plan, which is due 1st meeting of Week 4. (2) Students whose story ideas are disapproved write a memo pitching another story. Due next meeting.

Reading for next meeting:

Protest' (2005) Chapter 9, Building the Investigative Agenda

Week 3

1/ Lecture: Organizing the Investigation

Discussion: The class evaluates new story pitches.

Assignment: Students start/continue writing detailed reporting plan. Due 1st meeting of Week 4.

Readings for next meeting:

Luechtefeld's (2004) Part 2, Cross-cultural Interviewing; Part 3, Confrontational

Interviews; Part 4, Interviewing Whistleblowers

2. Lecture: Difficult Interview Situations

Week 4

1. Discussion: Students present their reporting plan and get feedback.

Assignment: Students will give detailed weekly updates of their projects in memos to be submitted every first meeting of the week starting Week 5.

Readings for next meeting:

Compilation or summary of relevant media laws

Articles on legal action taken by or against journalists

Biodata of guest speaker

2. Seminar: Legal Concerns in Investigative Journalism (Guest speaker)

Assignment: Students include in their weekly project memo legal problems that may arise from their investigation.

Readings for next meeting:

Houston et al's (2002) Chapter 23, The Ethics and Accuracy of Investigative Journalism

Rosenstiel et al's (2003) Chapter 6, Watergate

Case studies to be selected by the instructor

Week 5

1. Lecture: Ethical Concerns in Investigative Journalism

Assignment: Students deconstruct article that will be taken up in next meeting (See Readings for next meeting). Due next meeting.

Readings for next meeting:

Houston et al's (2002) Chapter 22, Writing Compelling Projects

Article for use in discussion

2. Lecture: Putting the Story Together

Assignment: Students include in their weekly project memo possible ethical problems in their investigation. Due next meeting.

Readings for next meeting:

Biodata and investigative series of guest speaker

Week 6

1. Seminar: Writing the Investigative Series (Guest speaker)

Assignment: Students write a short feature about the seminar. Due next meeting.

Readings for next meeting:

Readings similar to Houston et al's (2002) Chapter 6, Investigating Government: The

Legislative Branch and Those Who Try to Influence it; Chapter 7, Investigating the Government: The Executive Branch

2. Lecture: The Executive and Legislative Branches of Government

Assignment: Weekly project memo. Due next meeting.

Readings for next meeting:

Meyer's (2002) Chapter 6, Surveys; Chapter 11, How to Analyze Election Surveys

Gawiser, Sheldon and G. Evans Witt. "20 Questions A Journalist Should Ask About Poll Results." National Council on Public Polls. (<http://www.ncpp.org/?q=node/4>)

Week 7

1. Lecture: Interpreting Surveys

2. In-class exercise: Students write survey story.

Assignment: Weekly project memo. Due next meeting.

Readings for next meeting:

Houston's (2004) Professional's Appendixes: "A Short Introduction to Statistical Software" and "A Short Introduction to Mapping Data"

Articles using SPSS and Mapping Software

Week 8

1. Lecture: Introduction to Statistical and Mapping Software for Journalists

In-class exercise (Computer lab): Students do SPSS exercise(s).

Readings for next meeting:

Iorio's (2004) Chapter 4, Qualitative Case Study Methods in Newsroom Research and Reporting; Chapter 5, Focus Groups Newsroom Style; Chapter 6, Oral and Life

Histories: Giving Voice to the Voiceless

Articles that employed case studies, focus groups and oral/life histories

2. Lecture: More Social Science Methods for Journalists: An Introduction

Assignment: Weekly project memo. Due next meeting.

Readings for next meeting:

Iorio's (2004) Chapter 8, Ethnographic Journalism; Chapter 9, Inventive Civic Mapping

Articles that used ethnography and civic mapping

Week 9

1. Lecture: More Social Science Research Methods for Journalists: An Introduction (continuation)

Readings for next meeting:

Readings similar to Houston et al's (2002) Chapter 10, Investigating Government: The Judicial System

2. Lecture: The Judiciary

Assignment: Weekly project memo. Due next meeting.

Readings for next meeting:

Readings similar to Houston et al's (2002) Investigating Government: Law Enforcement

Week 10

1. Lecture: The Police

Readings for next meeting:

Readings similar to Houston et al's (2002) Investigating the Private Sector: For-Profit Businesses and Their Workers

2. Lecture: Private Businesses

Assignment: Weekly project memo to be emailed two days before Field Day.

Announcement: No meeting in the first half of Week 11. Students will have Field Day to tie up research on their investigative project.

Readings for 1st meeting of Week 12:

The Corruption Notebooks: 25 Investigative Journalists Report on Abuses of Power in Their Home Country. (2004). Washington: The Center for Public Integrity

Readings on corruption in government

Week 11

1. Field Day

2. Final pre-writing consultation

Week 12

1. Lecture: Government Waste and Corruption

Readings for next meeting:

Biodata of guest speakers

Background on state agency and corruption cases it has prosecuted

Corruption stories written by guest journalist

2. Seminar: Investigating Corrupt Acts and Practices (Guest speakers: representative to state anti-corruption agency and a journalist who has done corruption stories)

Assignment: Based on comments on the first draft, students include in their weekly project memo steps to take to fill gaps in research and writing of investigative project. Due next meeting.

Readings for next meeting:

Will depend on the sector to be selected by the instructor

Week 13

1. Lecture: (Sector to be selected by the instructor)

Readings for next meeting:

Will depend on the sector to be selected by the instructor

2. Lecture: (Sector to be selected by the instructor)

Assignment: Weekly project memo. To be emailed two days before next meeting.

Week 14

1. Final pre-revision consultation

2. Submission of investigative project

Assignment: Students prepare presentations for show-and-tell seminar.

Week 15

1. & 2. Seminar: What We Uncovered; Second Term wrap-up

Grading and assessment protocol:**First term:**

Deep Profile	10%
Trend Story	15%
In-class and take-home tasks	15%
Attendance and participation	5%

Second term:

Investigative Story Pitch,	
Reporting Plan and	
Project Memos	10%
Investigative Project	30%
In-class and take-home tasks	10%
Attendance and participation	5%

Comments:

Suggestions for the Master's degree level:

1. Shorten the time for students to report and write the deep profile
2. Drop the trend story
3. Require an investigative project, but not as elaborate as the bachelor's degree's
4. Halve the number of meetings on computer-assisted reporting in the First Term by replacing in-class exercises with take-home tasks
5. Reduce the number of articles for discussion, but retain Watergate and at least a couple of high-impact in-depth reports
6. Drop the two additional sectors the course will examine in the Second Term
7. Devote only one meeting to investigating corruption in government
8. Have one instead of two meetings on "Online Resources"
9. Reorder some topics (e.g. introduction to other software in the Second Term should follow spreadsheets and database management in the First Term).

Contributed by Yvonne T. Chua, Assistant Professor, Journalism Department, College of Mass Communication, University of the Philippines (Diliman)

Title of Tier 3 courses should read: Reporting and Writing/Tier 3: Specialized Journalism (Economics and Business)

Level of Course: Final year bachelor's degree

Course description: Building on the reporting and writing techniques of Tiers 1 and 2, students will learn to research and write on the economy and business. The course will equip students with the knowledge and skills required to cover economics, financial markets and companies and industries, as well as related socio-economic issues such as poverty, unemployment, sustainable development, the informal economy and consumer affairs. The emphasis will be on explanatory reporting for the general public, culminating in an extended work of journalism in any medium. In addition, the course examines and reflects on the practice of economics and business reporting and the role of economics reporting in developing countries and emerging economies.

Mode: A combination of lectures, seminars and writing workshops.

Pedagogical approach or method: While the emphasis is on the production of economics and business journalism, students will be encouraged to adopt a critical approach to the genre. Ways of covering economics and business topics will be discussed in lectures and seminars. Students will apply their learning in weekly course assignments, which will be peer-assessed in weekly workshops and graded by the lecturer. These assignments, unless otherwise indicated, take the form of news reports on the topic for that particular week. It is assumed that students who choose this course have done economics or development studies as part of their arts/science program, and have a good grasp of basic economic concepts. Lectures should include critique of media coverage of lecture topics. Guest lecturers could be used to teach specialist areas.

Number of hours per week: Lectures and seminars: 4 hours. Preparation and assignments: 6 hours

Number of weeks of course: 30 weeks

Required and recommended texts and/or equipment

Required reading

- Bannock, G., Baxter, R.E. and Davis, E. 2003. *The Penguin Dictionary of Economics*. (7th Edition). Harmondsworth: Penguin Books.
- Roush, C. 2004. *Show me the money. Writing business and economics stories for*

mass communication. Mahwah, N.J. & London: Lawrence Erlbaum Associates.

- Roux, A. 2005. *Everyone's Guide to the South African Economy*. (8th Edition). Cape Town: Zebra Press. [OR SIMILAR COUNTRY-SPECIFIC TEXT]
- Sen, A. 1999. *Development as freedom*. New York: Alfred A. Knopf.
- Sen, A. 1987. *Poverty and famines: an essay on entitlement and deprivation*. Oxford: Oxford University Press.
- Stiglitz, J.E. 2006. *Making globalization work*. London: Allen Lane.
- Vaitilingham, R. 2001. *The Financial Times guide to using the financial pages*. (4th Edition). London: Prentice Hall.
- Wickham, K. 2002. *Math tools for journalists*. Oak Park, IL: Marion Street Press.
- World Bank Institute. 2002. *The right to tell. The role of mass media in economic development*. Washington D.C.: World Bank Institute.

Week- by-week schedule of classes, readings and assignments

Week 1

Introduction of teacher and students. Discussion of structure of course, readings and assignments. Discussion: what is economics journalism?

Assignment: write a 500-word report about a financial publication in your country. What kind of stories does it run? Who are the target readers? Do you find it interesting? Why/why not?

Readings for Week 2: Chapter 1 and 2 from Roush (2004); Chapter 1 from Roux (2005) [or similar country-specific reading].

Week 2

Reporting the economy: writing business and economics stories for your audience.

Assignment: write a 500-word essay on your local business community.

Readings for Week 3: Chapter 3 from Roush (2004).

Week 3

Reporting the economy: macro-economics and micro-economics. Gross domestic product. National accounts and budgets. Fiscal policy.

Readings for Week 4: Chapters 10 and 11 from Roux (2005) [or similar].

Week 4

Money and inflation. The role of the central bank.

Readings for Week 5: Chapter 5 from Roux (2005) [or similar]

Week 5

Unemployment and labor issues. Poverty and development.

Readings for Week 6: Chapters 12 and 15 from World Bank Institute (2002). Sen (1999).

Week 6

Development journalism.

Readings for Week 7: Wickham (2004).

Week 7

Dealing with numbers and statistics.

Assignment: numbers test (for example, see

<http://www.unc.edu/~pmeyer/carstat/mathtestquestions.html>)

Readings for Week 8: Chapters 1, 2 and 3 from World Bank Institute (2002).

Week 8

Pause for reflection: the relationship between economics journalism, public perception and politics.

Assignment: 1,500 word essay on the role of economics journalism.

Week 9

Companies and business: public and private companies.

Assignment: Find 5 public and 5 private companies in your country. Write a 100-word report on each: What do they do? How many employees? Which is the most profitable?

Week 10

Business journalism ethics.

Assignment: Discuss the ethics codes applicable to business media in your country.

Readings for Week 11: Chapters 4, 5 from Roush (2004).

Week 11

Understanding company accounts: income statements, balance sheets and cash flow statements.

Week 12

Judging company performance: reporting company results.

Reading for Week 13: Chapter 7 from Roush (2002).

Week 13

Financing business: initial public offerings.

Reading for Week 14: Chapter 6 from Roush (2002).

Week 14

Mergers and acquisitions.

Readings for Week 15: Chapter 9 from Roush (2002)

Week 15

Small business and the informal sector

Assignment: Write a 1000-word feature on a small business.

Week 16

Revision and mid-term exam.

Readings for Week 17: Chapter 5, 7 and 12 from World Bank Institute (2002).

Week 17

Pause for reflection: the role of business journalism.

Assignment: 1,500-word essay on the role of business journalism.

Readings for Week 18: Chapters 1 and 9 from Vaitilingam (2001).

Week 18

Understanding stock markets and writing the stock market story.

Readings for Week 19: Chapter 11 from Vaitilingam (2001).

Week 19

Financial markets: understanding debt markets.

Week 20

Writing about bonds and government debt.

Readings for Week 21: Chapter 13 from Vaitilingam (2001).

Week 21

Financial markets: understanding and writing about derivatives.

Readings for Week 22: Chapter 12 from Vaitilingam (2001); Chapter 9 from Roux (2005) [or similar].

Week 22

The currency market.

Week 23

Writing about currency movements (and why we should care).

Readings for Week 24: Chapter 14 from Vaitilingam (2001).

Week 24

Commodities

Week 25

Writing about commodities and international trade.

Readings for Week 27: Chapter 12 from Roux (2005) [or similar]. Stiglitz (2006).

Week 26

Globalisation.

Readings for Week 27: Chapter 17 from Vaitilingam (2001). Stiglitz (2006).

Week 27

The role of international institutions: World Bank, International Monetary Fund, World Trade Organisation, aid agencies.

Readings for Week 28 and 29: Sen (1987).

Week 28

The problem of poverty.

Week 29

Pause for reflection: journalism, globalization and poverty.

Assignment: Write a 1,000-word news commentary feature describing the relationship between poverty and globalization in your country.

Week 30

Revision and final exam.

Grading and assessment protocols

Students will be assessed through weekly journalism assignments, one major journalism production, a half-year exam and a final exam. The major journalism production should take the form of a 2,000 word news feature on a business or economics topic.

Weekly assignments:	20%
Major assignment:	30%
Mid-year exam:	20%
Final exam:	30%

Contributed by Robert Brand, Pearson Chair of Economics Journalism, School of Journalism and Media Studies, Rhodes University, South Africa.

Reporting and Writing/Tier 3: Specialized Journalism (Arts and Culture)

Level of Course: Bachelor's level (Tier 3)

Course description:

Aims and content

- To develop skills in arts reporting, reviewing & profile / feature construction through attending cultural events, consuming cultural products, meeting cultural workers, in a variety of milieux
- To encourage students to develop a range of different approaches in review features, and to reflect critically on them
- To explore critically the various genres of journalistic coverage of the arts and popular culture, from fine arts to television
- To acquaint students with the key concepts and debates concerning the principal forms of artistic expression
- To examine processes by which critical judgements are translated into journalism.

Learning outcomes

By the end of the course students will be able to:

- Produce a range of reviews appropriate to particular outlets.
- Evoke the atmosphere and mood of a live performance or an art event.
- Undertake a profile of an artist/celebrity on cultural field
- Critically discuss some common styles of arts journalism and programming.
- Describe the main feature of arts funding within their national culture and the role of the main promotional bodies involved
- Negotiate the world of arts promotion and PR specific to their national culture to obtain promotional material. Journalists, critics, artists will be involved.

Mode

Lectures (1 hr duration). Large group presentations by instructor to outline history and structure of cultural production, role of state and cultural organisations, economics of arts etc. Role of lecture is to provide overview and guide to further work / reading.

Seminars (1-2 hr duration). Small interactive group (max. 20) to explore and discuss: role of arts and cultural coverage in media output; particular types and genres of artistic production; and group and individual presentations by students mapping arts coverage etc. Individual or group presentations by students of assignments set in preceding weeks.

Workshops (2 - 3 hr duration). Small group (max. 20) guided and advised by

instructor to develop analytical, critical and reporting skills in the various genres of arts reporting, including: reviewing, profiles, reflective essays / features in the student's chosen medium. Workshops may be organised around particular tasks & will include attendance at cultural event with instructor and live reporting exercises.

Production exercises (variable duration) to synthesise knowledge and skills in realistic, time-constrained activities aimed at specific readers / viewers and resulting in creation of wall newspaper / magazine dummy/ radio or TV magazine/website etc depending on resources.

Pedagogical approach

Combines four elements:

- journalistic work in print, online, radio or TV, utilising a variety of genres in cultural coverage
- critical analysis of the key features of existing coverage, and discussion of criteria for excellence in coverage
- critical reflection on the social, economic and political role of the culture industries and the methods by which the media report, analyse and promote them;
- input from working journalists in cultural field, as guest speakers, instructors.

Number of weeks of course: 30 weeks, 2 semesters

Required and recommended texts

The major requirement is that students should expose themselves to the best contemporary arts journalism in their own country and language: the arts and review pages of daily and weekend newspapers, magazines and reviews, specialist arts, film and television magazines and the leading international periodicals. And such radio and television equivalents as are available.

Required

- Allan, Stuart (2004) *'The Rise of 'Objective' Newspaper Reporting' in News Culture*, Maidenhead(UK):Open University Press, 2nd edition pp.7 – 24
- Allen, Rod (2005) *'The art of reviewing'* in Richard Keeble ed. *Print Journalism: a critical introduction*, Abingdon: Routledge. pp.179 -188.
- Anderson, Benedict (1991) *Imagined Communities*, London: Verso. Ch 2 'Cultural Roots'.
- Hesmondalgh, Desmond (2002) *The Culture Industries*, London: Sage. Introduction, Ch 2 ''approaches to Culture', Ch 5 'Ownership, Organisation and Cultural Work'..
- Keeble, Richard (2006) *Newspapers Handbook*, London: Routledge, Ch 13 'Some specialist areas: personal columns, reviewing, freelancing'.

- Scott, Robert Dawson (1999) *'Bridging the cultural gap: how arts journalists decide what gets onto the arts and entertainment pages'*, in *Critical Quarterly* 41 (1), 46-55.
- Marshall, P. David (2005) *'Celebrity and journalism'* in Stuart Allan, *Journalism: Critical Issues*, Maidenhead(UK): Open University Press. Pages 19-29
- Titchener, Campbell B. (1998 2nd edition) *Reviewing the Arts*, Mahweh, NJ: Lawrence Erlbaum

Recommended

- Barber, Lynn (1992) *Mostly Men*, London: Penguin [UK top profile writer]
- Fuller, David & Waugh, Patricia eds. (1999) *The Arts and Sciences of Criticism*, Oxford: Oxford University Press
- Gross, John (1969) *The Rise and Fall of the Man of Letters*, London: Weidenfeld and Nicolson.
- Hughes, Robert (1990) *Nothing If Not Critical. Selected Essays on Art and Artists*. New York: Alfred A. Knopf.
- James, Clive (1984) *Glued to the Box: Television Criticism from the Observer 1979-82*, London: Picador (other collections include *Visions Before Midnight* and *The Crystal Bucket*).
- Kael, Pauline (1990) *Hooked: Film Writings 1985-88*, London: Marion Boyars.
- Lane, Anthony (2004) *Nobody's Perfect: The Reviews of Anthony Lane*, London: Picador.
- Remnick, David ed. (2001) *Life Stories. Profiles from the New Yorker*, London: Pavilion Books
- Thomson, David (2002) *The New Biographical Dictionary of Cinema*, New York: Knopf.
- Tynan, Kenneth (1964) *Tynan on Theatre, Harmondsworth*: Penguin.
- (1990) *Profiles*, London: Nick Hern Books.
- Updike, John (1991) *Odd Jobs. Essays and Criticism*, London: Penguin Atlantic Monthly; Literary Review; London Review of Books; New York Review of Books; Times Literary Supplement. Websites: relevant national websites. In case of UK, www.artscouncil.org (Arts Council) and www.culture.gov.uk (Department of Culture, Media and Sport).

Schedule of classes (topic, reading material, assignment)

Week 1 Lecture: What is arts journalism for? Overview of function: critical, promotional, cultural transmission etc. The beat of the arts journalist: major arts institutions / players / sources. Arts festivals.

Assignment: Students collect five current examples of arts coverage in two of following: newspapers, magazines, TV, radio.

Reading: Available newspapers/magazines/broadcasts.

- 2** Lecture: What makes 'good' arts journalism? Readings and discussion, utilising current journalism, drawn from contemporary newspapers, television, radio. Who covers what, how, and why? What function do they perform for reader/listener/viewer?
- 3** Lecture: Reviewing. Structure, key components, point of view, atmosphere, reportage etc. Focus on book reviewing and examples from books pages.
Workshop: How to write a book review.
Assignment: Read a new novel and write 500 word review (for Week 4)
Reading: Relevant chapter (13) on reviewing by Keeble (2006)
- 4** Lecture: The work of the arts journalist. The arts beat. Possible guest journalist input.
Workshop: Students present book reviews. Share and discuss.
Reading: Rod Allen
- 5** Lecture: Culture and the nation. Culture, art and 'imagined communities': role of cultural production in creating narratives of nation and community
Reading: Benedict Anderson Ch.2.
- 6** Lecture: The modern concept of the cultural industries
Reading: Hesmondalgh Introduction and Ch 1 & 2
Seminar: Discussion of genres in current arts journalism, for example contrasting promotional versus critical functions.
Assignment: Students collect promotional material re recently launched film
- 7** Lecture: The culture business: the economics of the culture industries, leisure, and their significance in national economies. Guest input from agent / PR person?
Reading: Hesmondalgh Ch 5 & relevant trade magazines, if they exist.
Seminar: Discussion of integration of cultural production & leisure
Assignment: Students audit their families' leisure activities and consumption of cultural products during a typical day / weekend
- 8** Lecture: The historical development of arts journalism. The role of the critical essay and review in different cultures and its place in the rise of the mass media.
Assignment: Write a short review of a recent film.
Readings: Stuart Allen pp.7 – 24; David Marshall.
Workshop: Examine selection of film reviews. Student reviews.
- 9** Lecture: Film Reviews – function, different types of review, structure, key components, point of view, atmosphere, reportage.

Readings: Selections from: Pauline Kael, Anthony Lane & contemporary reviewers.
Workshop: Students view short documentary film and write review in class. Share and discuss.

10 Lecture: Reviewing live performances, theatre, music. Creating atmosphere, involving the audience. Possible guest journalist input.
Workshop: Reporting techniques for capturing live performance.
Assignment: Visit live performance. Produce 500 word review
Readings: Selections from Tynan

11 Lecture: Presentation of some specimen reviews
Workshop: Presentation and critique of student performance reviews. Possible guest journalist input.

12 Lecture: Book reviewing 2. Narrative devices, utilising background information, publishers material. Possible guest journalist input or visiting writer.
Readings: Selection from Updike

13 Lecture: The critical essay - handling a theme, managing a complex narrative structure, arriving at judgements
Workshop: Constructing an effective book review – in-class exercise
Readings: Contemporary essays

14 Lecture: TV reviewing. Special issues it raises.
Reading: Clive James and current journalism on TV pages
Workshop: Viewing of TV programme and construction of short review in class. Share and discuss.

15 Lecture: Reviewing exhibitions – e.g. gallery based or installation
Reading: Selection from Robert Hughes & recent reviews
Workshop: Visit to exhibition by workshop groups with instructor
Assignment: Produce 500 word review

16 Lecture: Presentation of some specimen reviews
Workshop: Presentation of student reviews. Share and discuss.

17 Lecture: Profiles. Style, tone, point of view, structure. Integrating background information with critical assessment. The celebrity profile. Critical discussion of range of profiles. Possible guest journalist input.
Reading: Selection from e.g. David Remnick, Kenneth Tynan, David Thomson, Lyn Barber and examples of contemporary profiles.

18 Lecture: The interview in print

Workshop: Print Interview skills for arts journalism. Guest interviewee.

Reading: Lynn Barber and contemporary interviews.

19 Lecture: the broadcast interview

Workshop Interview skills 2. Guest interviewee.

20 Lecture: review of key issues and briefing for production phase.

21 - 28. Workshops Production of several issues of a 'what's on' type arts magazine/ website by student teams. Reporting the arts scene, reviewing particular events, profiling artists/performers etc

29 Workshop: Review of arts magazines. Jury of guest arts journalists

30 Course review – concluding discussion.

Assessment

Portfolio of journalism containing: a book review of 700 words; review of a gallery based event 500 words; review of a live theatrical performance 500 words; review of a musical performance or CD 300 words; review of a film / television programme 300 words; profile of an artist/performer/genre OR a critical essay on the history/ development/current status of a particular art form, genre, medium 1500 words.

NB. All reviews should specify a publication or outlet. 80%

Reflective log/diary examining experience of reviewing, what was learnt. 1000 words. 20%

Comments

This outline is for the final year of an undergraduate degree in journalism. Although my approach for this draft is based on Anglophone culture, it is grounded in the idea that there are common functions in cultural journalism, whatever the particular differences as we move between cultures. These common functions are the role of cultural journalism as : i) a promoter of different aspects of cultural / artistic production, supporting the historic job of artistic production in constructing a sense of community at a variety of levels; ii) the first stage ('the first rough draft') in a process of critical evaluation, the social production of memory and a cultural canon, the conferring of cultural significance; iii) a mode of informal education, providing numerous avenues for readers / viewers to develop particular communities of taste and interest; iv) an entertainment medium in its own right, whether in the restricted

pleasure of the critical controversy, the creation of social 'talking points', or the celebration of human creativity and potential.

For a pre-BA programme, I would simplify the lecture input, lighten the reading, and start with reviewing activities. I would reframe the essay requirement and make it a narrative report on what arts journalists do. I would lighten the wordage in the portfolio. For a postgraduate programme (presumably with smaller numbers), I would increase the assignment workload, and also aim for a realized media production at the end of the programme: a campus wall newspaper, a website, a TV magazine, depending on resources.

Contributed by Professor John Tulloch, Head, Lincoln School of Journalism, University of Lincoln, UK

Reporting and Writing/Tier 3: Specialized Journalism (International and Development)

Level of Course: Final Year Bachelor's Degree

Course description: In the first 15 weeks, the course will explore the field of international reporting and stimulate a critical perspective of world news coverage. Students will do reporting assignments on international issues. In the second 15 weeks, the course will use development media theory to work with development journalism subjects and practices, emphasizing community journalism, independent media production, media literacy and the so-called digital democracy.

Mode: Lectures, seminars, and workshops.

Pedagogical approach or method

In most developing countries, the reporting of international and development affairs is hardly ever incorporated in the undergraduate journalism curriculum. This course intends to train students in international reporting and reporting on development issues and help them understand the social function of the media and of journalists. If the classes are more than 20 students, groups of five or less will be formed for assignments.

Number of hours per week: 3 hours

Number of weeks of course: 30 weeks

A list of required and recommended texts

For instructor

Daya Thussu (ed.) (2006). *Media on the move: global flow and contra-flow*. London: Routledge

G. Stuart Adam, Roy Peter Clark (2005). *Journalism: The Democratic Craft*. New York: Oxford University Press.

Lee Artz and Yahya R. Kamalipour (eds.) (2006). *The media globe: trends in international mass media*. Lanham (MD): Rowman and Littlefields.

Indrajit Banerjee, Kalinga Seneviratne (ed.) (2005). *Public Service Broadcasting: a Best Practices Sourcebook*. Paris: Unesco.

Wilbur Schramm (1964). *Mass Media and National Development – The Role of Information in the Developing Countries*. Unesco / Stanford University Press.

For students

- Adam Gopnik. "Culture vultures." *The New Yorker*, May 24, 1999. Available at: http://www.newyorker.com/archive/1999/05/24/1999_05_24_027_TNY_LIBRY_000018234
- C Bickler et al (2004). *Reporting for Change: A Handbook for Local Journalists in Crisis Areas*. Institute for War & Peace Reporting. Available at: http://www.iwpr.net/index.php?apc_state=henh&s=o&o=special_index1.html
- Center for Digital Democracy – <http://www.democraticmedia.org/>
- Chatham House – <http://www.chathamhouse.org.uk/>
- Cyberjournalism.Net – <http://www.cyberjournalist.net/>
- Dart Center for Journalism and Trauma – <http://www.dartcenter.org/>
- Doug McGill (2005). *Global Narratives for Local Audiences*. The Nieman Conference on Narrative Journalism. Available at: <http://www.mcgillreport.org/NiemanSpeech.pdf>
- Ezekiel Makunike (1993). *Out of Africa: Western Media Stereotypes Shape Images*.
- Media & Values No. 61 Available at: http://www.medialit.org/reading_room/article108.html
- Global Journalist – <http://www.globaljournalist.org/web-content/index.html>
- Independent Media Center – <http://www.indymedia.org/pt/index.shtml>
- Institute for War and Peace Reporting – <http://www.iwpr.net>
- International Journalists' Network – <http://www.ijnet.org/Director.aspx?P=Home>
- Inter Press Service - News Agency – <http://www.ips.org/>
- Jamal Eddine Naji (2006). *Citoyens et media – guide pratique pour un dialogue entre citoyens et media*. Unesco/Organization Marocaine des Droits de l'Homme.
- Jaap van Ginneken (1998). *Understanding Global News: A Critical Introduction*. Thousand Oaks, CA: Sage Publications.

- Jeff Chester (2007). *Digital Destiny – News Media and the Future of Democracy*. New York: The New Press.
- Jérôme Bindé (2005). *Towards Knowledge Societies: Unesco World Report*. Paris, Unesco. Available at: http://portal.unesco.org/ci/en/ev.php-URL_ID=20507&URL_DO=DO_TOPIC&URL_SECTION=201.html
- Mary Ann Gwinn. *A deadly call of the wild*. Seattle Times, 4 April 1989. In: Jon E. Lewis (2003). *The Mammoth Book of Journalism*. London: Constable & Robinson.
- Pamela Shoemaker, Akiba A. Cohen (2005). *News around the World: Content, Practitioners, and the Public*. New York: Routledge.
- Rosalía Winocur (2002). *Ciudadanos Mediáticos – la construcción de lo público en la radio*. Barcelona: Editorial Gedisa.
- Reporters sans frontières – <http://www.rsf.org/>
- The Australian Broadcasting Corporation's The Media Report. 03/05/2007 edition. Available at: <http://www.abc.net.au/rn/mediareport/stories/2007/1909919.htm>
- The International Center for Journalists - <http://www.ijnet.org/Director.aspx?P=Ethics>
- The International News Safety Institute – <http://www.newssafety.com/>
- The Rome Consensus: Communication for Development. <http://www.devcomm-congress.org/worldbank/public.asp?idmacro=23&idmicro=43>
- The World Bank Projects & Operations – <http://go.worldbank.org/BF7U187JM0>
- Transparency International – <http://www.transparency.org/>
- Ulf Hannerz (2004). *Foreign News: Exploring the World of Foreign Correspondents*. Chicago: The University of Chicago Press.
- Unesco Institute for Statistics/Literacy Statistics . Available at: http://www.uis.unesco.org/ev.php?URL_ID=5204&URL_DO=DO_TOPIC&URL_SECTION=201
- United Nations Development Program – <http://www.undp.org/>
- W. James Potter (2005). *Media Literacy*, 3rd ed. Thousand Oaks, CA: Sage Publications.
- World Association of Community Broadcasters – <http://www.amarc.org/>

Required equipment: Computer with internet access is required.

Week 1

Lecture: Overview of the course; selected references: books, journals, websites, and blogs; method of evaluation: news writing and class attendance

Week 2

Lecture: Instructors will choose a continent, present it, and ask students to pick one country.

Class Activity: Discussion on chosen countries and issues: international information in context?

Writing Assignment: Students will have 45 min. to write a 30 lines' text on any aspect of the chosen country.

Required reading: van Ginneken's chapters 2 and 3.

Week 3

Lecture: What is international/foreign news made of? The structure of news.

External Activity: Visit to an international news agency or to a local newspaper or to a TV station or research in the website of Inter Press Service

Required reading: van Ginneken's chapters 6 and 7.

Week 4

Lecture: Samples of foreign reporting: subjects of the news; the concept of newsworthiness.

Class Activity: Discussion on the international flow of news.

Reporting / writing Assignment: Students will "cover" a local event and write a news story for an international medium.

Required reading: Shoemaker and Cohen's Chapters 2 and 7.

Week 5

Guest lecturer: an international foreign correspondent.

Documentary: Press Pass to the World (2005). Director: Craig McCourry. Run time: 83 min. Discussion on the perception of newsworthiness.

Week 6

Class Activity: Gathering information 1: Finding international news sources

Reporting/writing Assignment: Students will perform research in 3 websites:

Reporters Without Borders, Chatham House, and the International Journalists' Network.

Required reading: Hannerz's Chapter 7.

Week 7

Class Activity: Gathering information 2: Conducting interviews for international news.

External Activity: Students will interview a foreign reporter on a subject found in the websites.

Required reading: Gwinn's "A Deadly Call of the Wild". Seattle Times, 4 April 1989.

Week 8

Class Activity: Discussion on international news reporting styles.

Writing Assignment: Students will rewrite Gwinn's account for the Seattle Times.

Required reading: McGill (2005)'s article

Week 9

Lecture: International media: how traditional and online media are organized at present.

Class Activity: Discussion on the so called “glocal” news. The technology’s influence in the international coverage: blogs and citizen journalism.

Required reading: Research in the website Cyberjournalism.Net

Week 10

Seminar: Discussion on how internet may be a tool for international reporting

Reporting / writing Assignment: Students will create an international news blog – with title, sections and subjects.

Required reading: Reporting for Change: A Handbook for Local Journalists in Crisis Areas.

Week 11

Movie: Live from Baghdad (2002). Director: Mick Jackson. 110 minutes. Drama/War

Seminar: Discussion on journalists’ safety in conflicted regions.

Reporting / writing Assignment: Students will write a news story based on material in websites of the Institute for War and Peace Reporting and the Dart Center for Journalism and Trauma.

Required reading: Makunike’s 1993 article.

Week 12

Class Activity: Discussion on stereotypes in international reporting: do they still exist? Which role they play, and how to avoid them.

Required reading: Research in the site Global Journalist

Week 13

Guest lecturer: an international news editor to talk about his/her work routine

Reporting / writing Assignment: Students will interview the guest lecturer and write a news story for radio, TV, magazine, newspaper, news agency or online using quotations.

Required reading: International Principles of Professional Ethics in Journalism (UNESCO); and the International Center for Journalists’ list of Codes of Ethics.

Week 14

Class Activity: Discussion on the international principles journalists should observe.

External Activity: Production of international news stories using news material from a local newsroom (newspaper, radio, TV, news agency or online material).

Required reading: Journalists and the law. Legal journalism codes in different countries.

Week 15

Class Activity: Discussion on journalism laws and press freedom in different countries.

Writing Assignment: Students will choose a country to write a news story on press freedom.

Week 16

Lecture: The development theory. Historical approaches of studies on national development.

Class Activity: Discussion on the concept of national development

Required reading: Research at the Unesco Institute for Statistics website for the Institute's most recent global literacy statistics.

Week 17

Guest lecturer: Professor of international relations to present main development topics.

Writing Assignment: Students will write a 45 lines' news story on their country's literacy situation compared to another country from a list indicated by the instructor.

Required reading: Potter's (2005) – chapters chosen by instructors

Week 18

Lecture: Media organizations and the international coverage of development issues

Class Activity: Discussion on media literacy and/or media influence on the audience.

Reporting / writing Assignment: Students will develop a news story on the influence of mass media in at least 2 countries from a list indicated by the instructor.

Required reading: Naji's (2006) report on citizens and media.

Week 19

Lecture: The status of the mass media in developing nations; newspaper readership, radio and television audiences.

Class Activity: Development journalism versus mass media in developing countries

Reporting / writing Assignment: Research in the websites of The World Bank and of the United Nations Development Program to identify sources for news stories on development.

Week 20

Class Activity: Development issues: how journalists may cover environment and health issues.

External Activity: Visit a local NGO (or a local embassy or consulate) which develops projects related to environmental issues.

Required reading: Research in the website of Independent Media Center

Week 21

Class Activity: Production of news for independent media: open access information sources.

Writing Assignment: Students will write a news story on environment or health for a regional/international independent medium.

Required reading: Winocur's (2002) chapter 3; and research in the website of AMARC.

Week 22

Guest lecturer: a local representative of AMARC.

Class Activity: Discussion on community radio stations and how citizens inform and are informed.

Week 23

External Activity: Visit to a community radio station; interview with community broadcasters.

Required reading: Gopnik's 1999 article 'Culture Vultures'

Week 24

Class Activity: Discussion on violence coverage by the international media.

Writing Assignment: Students will write international news stories on community radio stations

Required reading: Research in the website of Transparency International

Week 25

Guest lecturer: a local Transparency International official or a representative of an international organization such as ONU.

Class Activity: Discussion on covering corruption cases – sources and databases for journalists.

Week 26

Class Activity: Discussion on public interest: do people in developing countries know what development issues are about?

Writing Assignment: News stories on fraud or corruption for international media.

Required reading: Chester's (2007), chapter 11.

Week 27

Class Activity: Discussion on digital communication, media systems, and democracy

External Activity: Visit to a government communication office.

Required reading: Transcript of ABC's The Media Report - 03/05/2007 edition

Week 28

Lecture: Internet, civil society and democracy

Class Activity: Discussion on media as a tool for empowerment

Required reading: The Rome Consensus: Communication for Development and its impact for journalism

Week 29

Class Activity: Discussion on the international agenda for development journalism

Writing Assignment: Students will write news story for an international medium on the international agreement for development communication.

Required reading: Towards Knowledge Societies: the Unesco World Report

Week 30

Class Activity: Discussion on the status of the Media and the Information Society in several countries.

Writing Assignment: Students will write a news story on e-governance, economic growth or human rights in a chosen developing nation.

Grading and assessment protocols

Attendance: 20%

Class assignments: 50%

Final exam: 30%

Comments

The Master's degree course would carry on in-depth studies regarding international news and development affairs and also work with interpretative reporting. It should include deeper information on the subject, in a way to help students decide if this could be an area to do their master's dissertation.

Contributed by Sonia Virginia Moreira, Associate Professor, Rio de Janeiro State University, Brazil

**Reporting and Writing/Tier 3: Specialized Journalism
(Politics and Government)**

Level of course: Final year, bachelor's degree

Course description: This course is intended to provide a comprehensive approach to political reporting and writing, newsgathering, research techniques and event

coverage. Students will work at a practical level and will discuss players, processes, topics and policies that shape the political scenario. They will report on them in the field, wherever the story leads, producing a body of news and feature articles. They will also be encouraged to enhance critical analysis of political debates. The course will review the most relevant aspects of political communication, citizen journalism, the role of the media in a democratic environment and public opinion as a target of political communication. It will also promote debates concerning the ownership of media, freedom of speech, censorship, regulations and restrictions on access to public information.

Mode: Combination of lectures, seminars, workshops and individual assignments.

Pedagogical approach or method: The course will encompass a mixture of conceptual and practical contents and activities. There will be conventional lectures by the instructor and practising journalists, along with seminars and workshops. In every seminar there will be some practicum on the issue of the day. Each student will be required to write four special reports to be described and discussed in weeks 8 (on a political institution or an interest group), 15 (on one of the main political, economic or social issues and policies discussed during the course), 21 (on a political party campaign or a candidate campaign) and 30 (on financing a political campaign).

Numbers of hours per week: 4 hours (2 – lectures, 2 – seminar and workshop).

Number of course weeks: Full year course: 30 weeks.

Required and recommended texts

(additional local bibliography is necessary)

For required texts, please see schedule of classes.

- Jenkins, Henry, and Thorburn, David (eds.) (2003), *Democracy and New Media*, MIT Press.
- Lavrakas, Paul, and Traugott, Michael (eds.) (2000), *Election Polls, News Media and Democracy*, Seven Bridges Press.
- Raymond Kuhn, Erik Neveu (eds.) (2002), *Political Journalism: New Challenges, New Practices*, Routledge/ECPR Studies in European Political Science.
- McNair, Brian (2000), *Journalism and Democracy An evaluation of the political public sphere*, Routledge Taylor & Francis Group.
- Yantek, Thom, and Harper, Joe (2003), *Media, Profit, and Politics: Competing Priorities in an Open Society*, Kent State University Press.
- Curran, James and Gurevitch, Michael (2000), *Mass Media and Society*, Oxford University Press.

- Curran, James and Park, Myung-Jin (2000), *De-Westernizing Media Studies*, Routledge.
- Price, Monroe, Rozumilowicz, Beata and Verhulst, Stefaan (eds.) (2002), *Media Reform: Democratizing the Media, Democratizing the State*, Routledge.
- De Burgh, Hugo (2005), *Making Journalists Diverse Models*, Global Issues, Routledge.
- Swanson, David and Mancini, Paolo (1996), *Politics, Media, and Modern Democracy*, Praeger/Greenwood.
- Gunther, Richard and Mughan, Anthony (2000), *Democracy and the Media: A Comparative Perspective*, Cambridge University Press.
- Freedom House (2006), *Freedom of the press*. A global survey of media independence, Rowman & Littlefield. Available at: <http://www.freedomhouse.org/template.cfm?page=251&year=2006>.
- Centro para la Apertura y el Desarrollo de América Latina [Cadal] (2006), *Indicadores de Periodismo y Democracia a nivel local en América Latina*, N° 6, segundo semestre, 2006. Available at: www.cadal.org.
- Herbert, John (2000), *Practising Global Journalism: Exploring Reporting Issues*, Focal Press.
- Cole, Richard (2000), *Communication in Latin America: Journalism, Mass Media and Society*, Wilmington, Del.: Scholarly Resources.
- Fox, Elizabeth and Waisbord, Silvio (2002), *Latin Politics, Global Media*, University of Texas Press.
- Hackett, Robert (2001), *Building a Movement for Media Democratization*. In P. Phillips and Project Censored 2001, Seven Stories.
- Hackett, Robert and Carroll, William (2006), *Remaking Media: The Struggle to Democratize Public Communication*, Routledge.
- McChesney, Robert Waterman. (2000), *Rich media, poor democracy: Communication politics in dubious times*, New Press.
- Priess, Frank (ed.) (2002), *Relación entre política y medios*, Temas.
- García Beaudoux, Virginia (2005), *Comunicación política y campañas electorales. Estrategias en elecciones presidenciales*, Gedisa.
- Ellis, Barbara (2007), *The Copy Editing and Headline Handbook*, Basic Books.
- Fox, Walter (2001), *Writing the News: A Guide for Print Journalists*, Iowa State University Press.
- Levin, Mark (2000), *The Reporter's Notebook : Writing Tools for Student Journalists*, Mind-Stretch Publishing.
- Ryan, Buck and O'Donnell, Michael (2001), *The Editor's Toolbox: A Reference Guide for Beginners and Professionals*, Blackwell Pub Professional.
- Stein, M. Paterno, Susan, and Burnett, Christopher (2006), *The Newswriter's Handbook Introduction to Journalism*, Blackwell Publishing.
- Howard, Ross (2004), *Conflict Sensitive Journalism*. A Handbook. Available at:

<http://www.i-m-s.dk/media/pdf/Handbook%20pdf-vers%20eng%20220404.pdf>

- Armstrong, Rob (2002), *Covering Government: A Civics Handbook for Journalists*, Blackwell Publishing.
- Armstrong, Rob (2004), *Covering Politics: A Handbook for Journalists*, Blackwell Publishing.
- Perloff, Richard (1998), *Political Communication PR: politics, press, and public in America*, Lawrence Erlbaum Associates.
- Cook, Timothy (1998), *Governing With the News: The News Media As a Political Institution*, University of Chicago Press
- *The Chicago Manual of Style*, 15th ed. (2003).
- *The Associated Press Stylebook* (2006).
- Buzan, Barry (2003), *Regions and Powers: The Structure of International Security*, Cambridge University Press.
- United Nations Economic and Social Commission (2006), *Annual Review of Developments in Globalization And Regional Integration in the Countries of the ESCWA Region*, United Nations Publications.
- World Bank (2004), *Global Economic Prospects, 2004: Realizing the Development Promise of the Doha Agenda 2004*, World Bank Publications.

Equipment: Access to computers with Internet access is required.

Schedule of classes

Week 1

Introduction to the course. Discussion of reading list and methodology of the course. Explanation of the method of assessment and practicum. Brief introductory test to check previous knowledge of students and how familiar they are with the area of study. Explanation of the first special report (due in week 8): students will choose one political institutions or one interest group, and they will work in teams of three. They will prepare a 2500-word written report addressing the main problems and challenges for media coverage of the body or group chosen. They will also explain the political role played by that institution, its interests and its relationship with other actors of the political arena. Reports must include interviews with journalists and speakers who work in the field. Reading for week 2: Armstrong (2002, 2004) and Perloff (1998).

Week 2

Lecture: Institutions, organizations and political players. Separation of power in a democratic system: Executive (areas and organization, functioning, hierarchy), Legislature (structure, committees, legislative procedures, political party representation) and Judiciary (structure and organization, courts, laws). Seminar: Discussion of main features of reporting and writing on legislatures and Supreme

Court. Assignment: coverage of a press conference held by an official or of a legislative session. Reading for week 3: Armstrong (2002, 2004) and Perloff (1998)

Week 3

Lecture: Interest groups, other sources of power: Armed Forces, trade unions, religious organizations, private companies, NGOs. Non formal groups of pressure: terrorists, guerrillas, drug and weapon dealers, demonstrators, activists, picketers. Discussion of journalistic difficulties in the following fields and actors. Seminar: Challenges of reporting and writing in a hostile environment. Assignment: interviews with two members of an interest group. Reading for week 4: Armstrong (2002, 2004) and Perloff (1998)

Week 4

Lecture: Political parties. Main political parties, their background, their ideological foundation, their intervention in recent national history, their main referents. Political system and constitutional law. Electoral law, electoral system, participation and voting. Seminar: Analysis of main political parties current situation and their perspective vis-à-vis electoral campaign. Assignment: coverage of a party convention. Reading for week 5: Curran and Park (2000), Armstrong (2004) and Perloff (1998).

Week 5

Lecture: Political processes. Recent history: account of the most relevant recent national events, causes and political contexts, main political actors, consequences, effects on current political scenario. Regional and international frameworks. Seminar: analysis of media coverage of events addressed. Assignment: interview two politicians involved in the events discussed. Reading for week 6: Curran and Park (2000), Armstrong (2004) and Perloff (1998).

Week 6

Lecture: Political debates. Recent history: account of the most relevant political, economic and ideological debates in the last decade, explanations, political framework, supporters and antagonists. Regional and international frameworks. Seminar: discussion of major ideological trends related to debates addressed in the lecture. Assignment: interview with a historian and with a sociologist about the events discussed. Reading for week 7: Curran and Park (2000) and United Nations (2006).

Week 7

Lecture: Regional processes. Relationship with the neighborhood. Integration and cooperation. Institutional architecture. Thorny regional issues. Economic

integration. Regional involvement in fundamental international processes. Assignment: interviews with a member of the government and with a member of a non-governmental organization working in those processes. Seminar: discussion of ongoing regional processes and their impact on the media coverage.

Week 8

Seminar and workshop: Oral presentation and discussion of the first special report on a political institution or an interest group. Reading for week 9: Armstrong (2002), Buzan (2003) and Howard (2004).

Week 9

Lecture: Main national security issues and policies. Foreign and security policies: brief historical background, main outlines, strategies, allies and rivals. Domestic insecurity and global threats. Terrorism, drug-dealing, smuggling, insurgency. Seminar: analysis of the most relevant media stories in the field. A guest journalist with expertise in the field is suggested. Assignment: written report with comparative statistic of domestic insecurity. Explanation of the second special report (due in week 15): students will choose one of the main political, economic or social issues and policies discussed in weeks 9, 10 and 11. They will work in teams of three. They will prepare a 2500-word in-depth written report on the chosen topic, including interviews and statistic. Students will depict the impact of the issue in their country and will provide a regional comparative framework. Reading for week 10: World Bank (2004).

Week 10

Lecture: Main national economic issues and policies. Political economy: actors and functions. Treasury, Central Bank-Federal Reserve, financial sector. Economic variables. Economic sectors: agriculture, industry, services. Energy crisis. Influence of national interest groups in economic policies. International actors: IMF, World Bank, regional organizations. Seminar: analysis of the most relevant media stories on the field. A guest journalist with expertise in the field is suggested. Assignment: written report with comparative statistic of economic evolution of the country, stressing the changing influence of every economic sector. Reading for week 11: Perloff (1998).

Week 11

Lecture: Main social issues and policies. Poverty, unemployment, migration, discrimination. Global changes and their impact on domestic scenario. Environmentalism. Health services. Education. Regional framework. Seminar: analysis of the most relevant media stories on the field. A guest journalist with expertise in the field is suggested. Assignment: written report with comparative

statistic of the evolution of one of the social issues addressed (poverty, unemployment, etc.) Reading for week 12: Jenkins and Thorburn (2003), Yantek and Harper (2003), and De Burgh (2005).

Week 12

Lecture: The media. The media as an influential political actor. Politics with and without media. The media as an institution-building actor and as an institution-threat actor. Media and democracy. Seminar: discussion of the texts required.

Reading for week 13: Jenkins and Thorburn (2003), Priess (2002), Yantek and Harper (2003), and De Burgh (2005).

Week 13

Lecture: The public-private ownership debate. Multimedia and mergers. Freedom of speech and the new challenges. State and private censorships. Regulations. Restrictions on access to public information. State advertising as a tool of pressure. Politicians as owners of media. Seminar: analysis of some NGOs' comparative index of worldwide freedom of speech (International Press Institute's Annual Press Review, the Committee to Protect Journalists' annual review, Reporters Sans Frontiers' Annual Press Freedom Index). Assignment: written report with comparative critical analysis of the indexes discussed in the seminar. Reading for week 14: Jenkins and Thorburn (2003), Freedom House (2006), Ghunter and Mughan (2000), and De Burgh (2005).

Week 14

Lecture: The media in a political environment. Credibility and impact. Objectivity and subjectivity. Political manipulation. A journalist caught in a set of pressures. Telling "the truth" or telling "what people wish to hear". Seminar: discussion of the texts required.

Week 15

Seminar and workshop: Oral presentation and discussion of the second special report on one of the main political, economic or social issues and policies discussed during the course. Reading for week 16: Lavrakas and Traugott (2000) and Armstrong (2004).

Week 16

Lecture: Public opinion. Public opinion as a decisive political actor in a democratic system. Measuring public opinion tendencies: purposes, types and usefulness of opinion polls. Manipulating public opinion: same numbers, different outcomes. Seminar: discussion of traditional voting behavior: district, socio-economic class, age and gender as determinants of political patterns. Assignment: written report

of last polls' outcomes and their relation with following voting behavior. Explanation of the third special report (due in week 21): students will choose one political party campaign or a candidate campaign, and they will work in teams of three members each. They will prepare a 2500-word in-depth written report exploring a critical analysis of strategy, target, means and rhetorical techniques used in the campaign chosen. Reading for week 17: Lavrakas and Traugott (2000), Priess (2002) and García Beaudoux (2005)

Week 17

Lecture: Political communication. Fundamental notions of political communication: purposes, speakers, messages, audiences, channels. Permanent political communication: political strategies, public interest, news and official and non official information. Specific communication. Political campaigns: strategies, messages, images, topics, financing. Seminar: discussion of some case studies based on local political campaign. Reading for week 18: Lavrakas and Traugott (2000), Priess (2002) and García B. (2005)

Week 18

Lecture: Political communication and rhetorical techniques: simplification, main enemy, exaggeration, counter-message, distortion. Political representation: politics as a show, debates, statements for television and radio, spots, political events, target audiences. Seminar: discussion of some case studies based on local political campaign. Reading for week 19: Lavrakas and Traugott (2000), Priess (2002) and García B. (2005)

Week 19

Lecture: Political communication and crisis: catastrophes, scandals, governmental or cabinet crises, conflicts, riots, wars. Techniques for gathering information in a hostile environment. Seminar: analysis of some relevant media stories about crisis. A guest journalist with expertise in the field is suggested. Assignment: written report about media coverage of one local crisis, including interviews with journalists and witnesses involved. Reading for week 20: Jenkins and Thorburn (2003), Lavrakas and Traugott (2000), and Perloff (1998).

Week 20

Lecture: Citizen journalism. Journalism as a social activity. New roles for journalism and public opinion. Building citizenship through participation, on line forms of interactions (web, e-mail, forum, chat, blog), changing the community through the action of the media, helping critical public opinion. Assignment: written report about the work done by an institution involved in citizen journalism.

Week 21

Seminar and workshop: Oral presentation and discussion of the third special report on a political party campaign or a candidate campaign. Reading for week 22: Fox (2001), Levin (2000), and Stein (2006).

Week 22

Lecture: Event coverage. Types of political events. Elections, conventions, meetings, speeches, press conferences. Following the news, following the candidate, following the officials. Actors, messages, gestures, audiences, political environment. One event, different points of view. News judgment. Critical analysis of political implications. Assignment: coverage of a press conference held as a part of a political campaign. Explanation of the fourth special report (due in week 30): students will conduct a 2500-word investigative report about financing an election. They will work in teams of three members each. Students will find out the public and private sources of a specific political campaign, as well as the fundraising techniques used by a political party or a candidate. Reading for week 23: Cook (1998), McNair (2000), Fox (2001), Levin (2000), and Stein (2006).

Week 23

Lecture: Sources of information. Classification. Material sources of information: archives, documents, statistics, press releases, newsletters, video tapes, papers. Human sources of information: bureaucrats, politicians, entourage, spokesmen, informers, advisors. How to deal with sources of information. Techniques. Information to be published, information for further research. Seminar: practice of managing information (provided by the teacher) from different sources. Reading for week 24: Cook (1998), Levin (2000), and Stein and Burnett (2006).

Week 24

Lecture: Sources of information and levels of political information. Political interests of sources of information. Favorable, unfavorable, official and technical sources of political information. Building a trusting relationship with sources of information. Quotations, differences and purposes. On the record and off the record in a political environment. Information with undefined origins. Avoiding the role of political messenger. Seminar: practice of gauging political information (provided by the teacher) from different sources. Reading for week 25: The AP Stylebook (2006), The Chicago Style Guide (2003), Kuhn and Neveu (2002) and McNair (2000).

Week 25

Lecture: Processing information. How and where to gather political information. Fighting for keeping the agenda initiative. Developing story ideas. Checking, balancing and providing a framework for political information. Methods of ensuring

accuracy. Facts and opinions. News values and ethics. Objectivity. Attribution. Interviews: objectives, types and techniques. Seminar and assignment: Practice of checking political information from different sources provided by the teacher. Reading for week 26: Jenkins and Thorburn (2003), Ellis (2007), Fox (2001) and Ryan and O`Donnell (2001).

Week 26

Lecture: Newsroom and a political section. Division of roles and topics in a political section. Investigative reports. Computer assisted research. Day to day routine and organization of work. Checking other media: agency, radio, Internet and television. Seminar: comparative analysis of the local media coverage of political issues. Assignment: students will visit the political section of a newspaper or magazine and will elaborate a written report of the organization of work. Reading for week 27: Herbert (2000), Jenkins and Thorburn (2003), Ellis (2007), Fox (2001) and Ryan and O`Donnell (2001).

Week 27

Lecture and seminar: Special media coverage. Official trips, regional and international summits, special political events, reporting from areas of conflict. Envoys, correspondents and stringers. A guest journalist with expertise in the field is suggested. Reading for week 28: Ellis (2007), Fox (2001) and Ryan and O`Donnell (2001).

Week 28

Lecture: Editing. Pre-edition and post-edition. Conceptual frameworks. Gathering information through a journalistic prism. Thinking headlines, pictures and graphics with political criteria. Seminar: comparative analysis of some different criteria of editing in local media. Reading for week 29: Ellis (2007), Fox (2001), Levin (2000) and Stein and Burnett (2006).

Week 29

Lecture: Reporting and writing for differing media. Differences and similarities between reporting for television, radio and press. Information, images, voices: what to look for and what to take into account in any case. Multimedia journalist. Seminar: a politician will be invited to hold a simulated press conference and student will prepare reports for differing media.

Week 30

Seminar and workshop: Oral presentation and discussion of the fourth special report on financing a political campaign.

Grading and assessment protocol

Attendance and in class assignments: 30 percent.

Four special reports: 30 percent.

Final exam: 40 percent.

Comments

This syllabus has been prepared for the Bachelor' s degree level. In a syllabus for the Master' s degree level I would change some practicum, focusing more on in-depth political writing and analysis, assuming that most of the students had previous knowledge of basic reporting. I would also devote more energy to other specific topics, such as political party ideologies or decision making processes in the bureaucracy. By contrast, I would provide a briefer overview of some institutional issues'

Contributed by Jorge Liotti, Director of the Department of Journalism, Universidad Católica Argentina (UCA)

Reporting and Writing/Tier 3: Specialized Journalism (Science and Health)

Level of Course: Final year, bachelor's degree

Course description

Acquisition of knowledge and skills in science and health reporting ought to be a focal point of training for journalism and mass communication students in the developing world. The aim of this course is to train students who will be able to report science and health news and information to citizens of their countries as part of the efforts to improve the total quality of their lives.

Specific objectives of the course are to:

- create awareness, among journalism students, of the indispensability of science in improving the standards of living of people generally and those in developing nations in particular;
- acquaint journalism students (some of whom may be biased against science) with areas of science and how they impact on human life;
- see and appreciate the role of a good health care delivery system in the overall national development of a country;
- encourage students to develop the flair for science/health reporting and to be able to communicate science/health information to readers, listeners and viewers effectively.

To achieve the above objectives, students will be exposed to basic knowledge in aspects of science and health that bear significantly on the quality of the day-to-day living of citizens in their countries of operation. They will also be instructed in the skills they require to be able to discharge their duties professionally and effectively.

Mode

Instruction will consist of lectures, seminars, and assignments in class as well as outside the classroom for grading and discussions during subsequent class meetings.

Pedagogical approach or method

The course will acquaint students with many of the major issues in science, health and technology, to the extent necessary to report and write about such issues with authority and with the skill of making them accessible to the public. Students will apply their learning in weekly course assignments, which will be discussed in weekly seminars and graded by the instructor. These assignments take the form of news reports on the topic(s) of the week. It is assumed that students who choose this course are studying some of the subjects in their arts/science program and have a basic knowledge of science and the way scientists approach research. Classes should include regular critiques of media coverage of science, health and technology. It is expected that instructors will look for experts on key topics to give lectures or conduct seminars.

Contact hours

Two 15-week semesters, three to four hours per week.

Required texts

Philip Meyer: *Precision Journalism*. New York: Oxford Rowman & Littlefield Publishers Inc., 2002

Debora Blum, Mary Knudson (eds): *A Field Guide For Science Writers*: 2nd ed. Oxford: Oxford University Press, 2006

Natasha Loder: *So You Want to be a Science Writer*. London: Association of British Science Writers, 2002

(online at <http://www.absw.org.uk/Documents/SYWTBASW.pdf>)

Recommended

- Nieman Reports: *Science Journalism*, Vol 56, No 3, Fall 2002, online at <http://www.nieman.harvard.edu/reports/02-3NRfall/02-3NRfall.pdf>
- Atul Gawande (ed): *The Best American Science Writing 2006*. Harper Perennial, 2006.
- Brian Greene (ed), Tim Folger (series editor): *The Best American Science and Nature Writing 2006*. Houghton Mifflin, 2006.

- Sharon M. Friedman (ed), Sharon Dunwoody (ed), Carol Rogers (ed): *Communicating Uncertainty: Media Coverage of New and Controversial Science*, Mahwah, NJ: Lawrence Erlbaum Associates, 1999.
- Idowu Sobowale: *Scientific Journalism. Lagos*: John West Publications Limited, 1983.
- *Action Health Incorporated: A Unique Partnership – Adolescents' Well Being in Nigeria*. Lagos: 2002.
- *Human Development Initiatives: Reproductive Health & Rights of In-School Adolescents* Lagos: 2001.
- Toye Ogunbode (ed): *Medical Disorders in Tropical Obstetrics*. Evans Brothers (Nigeria Publishers Limited), 1997.
- W. Henry Lambright: *Governing Science and Technology*. New York: Oxford University Press, 1977.
- Tony Momoh: *Nigerian Media Law and Ethics Lagos*: Efua Media Associates Limited, 2004.
- John A. Akande: *Technology, Industrialization and Environment*, Ibadan: CREM Books, 2000.
- Dan O'Hare, Gustav W. Friedrich and Lynda Dixon Shaver: *Strategic Communication Boston*: Houghton Mifflin Company, 1998.
- Ralph Akinfeleye (ed.): *Contemporary Issues In Mass Media for Development and National Security*. Lagos: Unimedia Publications Limited, 1988.
- Ralph Akinfeleye and J.C. Paul: *The Politics of Health Legislation: An Economic Perspective*. Michigan: Health Administrators Perspective, 1988.
- Robert Jungk: *Brighter Than a Thousand Suns*. New York: Harcourt Brace Jovanovich, Inc., 1956
- Family Health International: *How to Create an Effective Communication Project. Lagos*: FHI AIDS Control & Protection (AIDSCAP) Project, [date unknown].
- NGA: *Integrated Health and Population Communication Curriculum: A Manual for Teaching and Learning*, Lagos: NIJ/JHU-PLS, [date unknown].
- Website of the Science Journalism Research Group, University of British Columbia, at <http://www.sciencejournalism.net/>
- James Lovelock: *The Revenge of Gaia: Why the Earth Is Fighting Back - And How We Can Still Save Humanity*. Penguin, 2007

Schedule of classes

First Semester

Week 1

Introduction, nature, origin, advances in science: An overview of the importance of science

Assignment: A 250 – 300 word reflection on the useful and harmful effects of

science.

Reading for next week: Blum, Chapter 1, and Loder, Chapter 1.

Week 2

Notable scientific discoveries, inventions, adaptations and other developments.

Assignment: Write a proposal for your major story on a national science issue.

The proposal must be approved by the instructor. The story is due at the end of the second semester.

Reading for next week: Meyer (pp. 1 -3) and Sobowale (Chapter 1)

Week 3

An overview of health issues and how they impact on the well-being of citizens; economic implications of well focused or haphazard healthcare delivery system.

Assignment: Write an eight paragraph story on the most worrisome health problem in your community.

Reading for next week: Family Health International

Week 4

Reporting techniques for science journalism, including interviewing and presentation.

Assignment: Interview a senior public health official in your locality on a current issue of concern and write a 500-word story.

Reading for next week: Meyer (Chapter 3) and Sobowale (Chapter 14).

Week 5

Writing scientific and technical language for a mass audience. Sustaining accuracy and context while writing in a way that the general public can understand.

Assignment: Interview a leading scientist or an instructor in science in your city and write a 2- page news story.

Reading for next week: Meyer (pp 4 – 17) and Lambright (Chapter 1).

Week 6

Different branches of science and how each contributes to the enhancement of human life; the symbiotic relationship between science and technology.

Assignment: Compare and contrast three branches of science and how they impact on human lives (in not more than 500 words).

Reading for next week: NGA (extracts on population issues).

Week 7

Population issues: birth control; child spacing; use of contraceptives; the reality and the politics of population control; its economic and social implications.

Assignment: Survey 20 women in your town/city and write a 10 paragraph story of their perception of family planning programs.

Reading for next week: Blum (Chapter 2)

Week 8

The mass media and science/health: How the mass media can be more meaningfully used as tools for disseminating science and health information

Assignment: Write a critical account of a science or health story in your local news media, with a response from an editor or news editor.

Reading for next week: Blum (Chapter 6)

Week 9

Feature writing on the science and health beat: The effectiveness of the news-feature as a vehicle for reporting science and health matter

Assignment: Do a full length publishable feature (about 750 words) on the scourge of malaria or poliomyelitis in your area.

Reading for next week: Blum (Chapter 5)

Week 10

Reporting on the weather: Issues such as climate change, rainfall, drought, desertification, forestation, agricultural production, and famine and the consequence for society is discussed.

Assignment: Monitor weather predictions for five days and write a 10- paragraph story on their accuracy, with a response from a local meteorologist.

Reading for next week: Blum (Chapter 11)

Week 11

The environment: pollution: carbon monoxide emission from vehicles, from industries, industrial effluents and noise pollution; sewage treatment and contamination of water sources; domestic and industrial solid waste disposal.

Assignment: Monitor the noise level in your area for two days and interview the authorities on what they are doing about the problem.

Reading for next week: Blum (Chapter 11)

Week 12

Investigative journalism in science and health.

Assignment: Do an investigative story on illicit drug manufacturing in your state OR on a major oil spillage or other environmental problem (due end of week 15 of this semester).

Reading for next week: Blum (Chapter 12)

Week 13

Building news sources. Emphasis is on cultivating experts who will be regular sources of information and education.

Assignment: List 10 sources you plan to contact for your investigative story

Reading for next week: Loder (Chapter 3)

Week 14

How to cover science and health conferences, seminars, symposia, colloquia.

Assignment: Cover a meeting on health and write a publishable story based on it.

Reading for next week: Read an article in a science or health journal and be prepared to report on it to the class next week.

Week 15

Science and health literature as a source of information: how to report academic papers presented at conferences and journal articles.

Submit investigative story, with a list of sources.

Assignment: Groups of students conduct a seminar in class on legal and ethical issues involved in science and health matters.

Readings for next week: handouts on media law and ethics issues for science journalists.

Second Semester**Week 1**

Legal and ethical issues in science and health reporting: privacy; doctor/patient confidentiality; copyright; patent and other legal matters.

Reading for next week: Handouts on alternative sources of health care.

Assignment: Students report on progress in their major story on a national science issue. (Story due end of second semester.)

Book report (1) on Gawande or Green or Nieman Reports (due end of Week 5).

Week 2

Alternative sources of healthcare: medicinal herbs, leaves and roots; synergy between alternative and orthodox medicine; quality control.

Assignment: Write a story on the level of acceptance of alternative medicine by people where you live.

Reading for next week: Instructor to collaborate with guest instructor to build a reading list.

Week 3

Tropical diseases: parasites, tropical diseases – plasmodium, onchocerciasis,

filariass. (Guest instructor)

Assignment: Write a 15-paragraph-story on a tropical disease in your country.

Readings for next week: Guest instructor for next week to assign reading list, to include the website of the Intergovernmental Panel on Climate Change (<http://www.ipcc.ch/>) and extracts from Lovelock (2007).

For the rest of the second semester, readings for the following week should be assigned in consultation with that week's guest instructor.

Week 4

Climate change and the debate on global warming (Guest instructor)

Assignment: Write a story based on the guest instructor's assessment of the Kyoto protocol. Assignments following classes given by guest instructors should be based on the class but could take various forms, such as news or feature stories, group presentations, invitations to industry representatives to rebut the guest's analysis, etc.

Week 5

General agriculture: definition of agriculture; world population and food production; the livestock industry; systems of livestock production; management of different types of farm animals. (Guest instructor)

Assignment: Based on the guest instructor's account of issues in agriculture in your country.

Book report (1) due.

Week 6

Malaria: Types of mosquitoes that carry the malaria parasite; treatment; environmental sanitation; drug resistance; economic implications of malaria. (Guest instructor)

Assignment: Write an account of the science of anti-malaria medication. Book report (2) on Friendman (due end of week 10).

Week 7

Food science and technology: food poisoning and its prevention; food processing and preservation; contamination of food from natural sources, and other food issues. (Guest instructor).

Assignment: Investigative story on food inspection OR abortion services OR HIV/AIDS treatment in your area. (Due Week 12.)

Week 8

Reproductive organs and body functions: maturation; physiological changes; implications; abortion. (Guest instructor.)

Week 9

HIV/AIDS and other sexually transmitted diseases: causes, treatment, control social and economic effects on society. (Guest instructor.)

Week 10

Energy: Petroleum in the contemporary energy structure; classification and composition of crude petroleum and natural gases; other aspects of the industry; other types and sources of energy; social, economic and political significance of energy; industrialization and environmental degradation. (Guest instructor)

Assignment: Write a feature story on an alternative energy initiative in your area.
Book report (2) due.

Week 11

Blood pressure: hypertension, hypotension; diabetes, other cardiac conditions. (Guest instructor.)

Assignment: Write a profile of a patient suffering from one of the diseases discussed this week.

Week 12

Immunization and the six childhood killer diseases. Other children diseases; general hygiene and sanitation, etc. (Guest instructor.)

Week 13

DNA/Genetics: Genes; mutation; cloning; application to treatment of diseases; food production. (Guest instructor.)

Assignment: Write a story explaining DNA to a general readership.

Week 14

Mining: exploration; processing; marketing and importance to national development. (Guest instructor.)

Assignment: Revise investigative story.

Week 15

Blood: groups, genotype, collection; banking; transfusion; disorders, screening. (Guest instructor.)

Major assignment due.

Grading and Assessment Protocol

Students will be assessed through weekly journalism assignments, two investigative pieces, and one major journalism story. The major story should take the form of a 5,000-word feature article (or 30-minute radio or television documentary, or a

comprehensive and annotated website) on a national science issue.

Weekly assignments:	25%
Book reports:	15%
Investigative stories:	30%
Major assignment:	30%

Contributed by by Idowu Sobowale, Head, Department of Mass Communication, Olabisi Onabanjo University. Agolwoye, Ogun State, Nigeria

Broadcast Reporting and Writing (Radio and Television)

Level of Course: Second year of the 3-year bachelor program, third year of 4-year bachelor program.

Course Description

This bachelor's-level course prepares students to report, write and present news, features, and interviews for radio, television and community radio. The course includes an analysis of how reporting can be used as a tool for change, and how to minimize subjectivity and bias. The main emphasis will be on developing skills in reporting and editing in radio and television.

Course objectives

- To help the students learn the conceptual or theoretical aspects of audio and audiovisual media.
- To differentiate between print news and electronic media news and the techniques used in reporting and writing.
- To enable students to use audio and video recorders and other related equipment.
- To help students learn how to practice newsgathering and writing techniques for both broadcast media.
- To involve students in practical exercises based on editing of audio and audio visual recordings.
- To develop interviewing techniques and skills for radio as well as TV.

On completing the course (and the degree) students should be prepared for the job market in broadcast journalism.

Mode

Combination of lectures, discussions, small group exercises, seminar, fieldwork and workshops. The one-hour lecture will cover guidance, motivation, the important aspects, historical background and the conceptual framework of the subject. The

seminars (1 to 2 hours) will focus on the nuts and bolts of the subject and offer students the benefit of media practitioners' experience. In the workshops (2 to 3 hours) students will learn the practical skills of reporting, interviewing, writing, editing and presentation. Students will make individual and group presentations on topics selected in consultation with the instructor. In addition to written assignments, students will be required to produce several news and feature stories for radio and for TV, and a documentary for radio or TV.

Pedagogical approach or method

Students will be closely supervised and evaluated while preparing reports. Access to information technologies and other technical equipment is required. Students could be divided into small groups to give them more practice and create a teamwork spirit. Experts will be invited to seminars with twin objectives in mind: To give students the benefit of their practical experience, and to act as a bridge to media organizations. The main emphasis of the course will be on newsgathering, reporting (including interviewing), editing and production. Students' creative energies would be tapped while doing features and documentaries.

Number of Hours per week: 4 hours

Number of weeks of course: 15 weeks

Required and recommended texts and/or equipment

Required for instructors:

- Dominick, Josef R. *The Dynamics of mass communication. Media in the digital age*, University of Georgia, Athens, Mc Graw Hill. New York 2002.
- Chrisell, Andrew. *Understanding Radio*. Methuen & Co. Ltd. New York.1986,pp.19-45.
- Gouh, Howard. *Planning, producing, presenting the radio programme: An AIBD manual for media trainers*. Malaysia.1982, pp. 175-77
- Eng, Peter & Hodson, Jeff. *Reporting and writing News: A basic hand book*. Bangkok. Dec 2001. Written for the Indo- china Media Memorial Foundation, pp. 112-121
- Alexander, James P. (1979). *Programmed Journalism Editing*. Ames, Iowa; Iowa State University Press.
- Boyd, Andrew. (1990). *Broadcast journalism*. Oxford: Heinemann professional publishing.
- Dimpleby, Nick, Dimpleby, Richard & Whittington, Ken (1994). *A guide to production techniques*. UK: Hodder and Stoughton Bath.
- Wulfemeyer, K. Tim. (1984). *Beginning Broadcast Writing*. Ames Iowa: Iowa State University Press.

- Zbar, Paul B. & Orne, Peter W. (1988). *Basic Television Theory and Servicing*. NewDelhi: Tata McGraw Hill Publishing Co.
- Jabbar, Javed & Qazi Fezz, Isa. (1997). *Mass Media Laws and Regulations in Pakistan*. Singapore. Amic.
- Niazi, Zamir. (1994). *The Web of Censorship*. Karachi: Oxford University Press.
- Crook, Tim (1988). *International Radio Journalism*, London: Routledge.
- Boyd, Andrew (1997). *Broadcast Journalism*. Oxford: Focal Press.
- Chantler, Paul & Sam Harris (1997) *Local Radio Journalism*. Oxford: Focal Press.
- Wilby, Pete (1996). *The Radio Handbook*. London: Routledge
- Hausman, Carl (1995). *Crafting the News for Electronic Media*. California: Woodsworth publishing
- Waltern, Roger L (1994). *Broadcast Writing*. New York: McGraw Hill.
- Holland, Patricia. (1997). *The television handbook*. London: Routledge.
- Cartwright, Steve R. (1996). *Pre – Production Planning of Video Film and Multimedia*. Oxford: Focal Press.
- Cartwright, Steve R. (1996). *Training With Video*, New York: Knowledge Industry Publications.
- York, Ivor. (1990). *Basic Television Reporting*. London: Focal Press.
- Finberg, Howard I. & Bruce D. Litale. (1990). *Visual Editing*. Belmont: Wadsworth,
- Cremer, Charles F. (1996). *ENG [Electronic News Gathering] Television News*. New York: McGraw Hill.
- Bronfeld Stewart (1986). *Writing for Films and TV*. Simon & Schuster, Inc. New York.
- Musbuger. B. Robert. *Media Manual: Single camera video production*. Focal Press. London. 1993, pp.84-152
- Tabing Louie. *How to do community radio* (2002) Unesco Publication, New Dehli
- Fraser, Colin & Estrada Rastrepo Sonia. *Community Radio Handbook* (2001). Unesco
- Maeseneer De. Paul. *Here is the News: A radio news manual*. Unesco (no date)

Schedule of classes

Week 1

Introduction to the course and to basics of broadcast reporting and writing

Activity: Visit the department's radio and TV studios/stations

Assignment: Students' expectations for the course (written, later used for self-evaluation).

Reading for Week 2: Chrisell, pp.19-45. Dominick, pp.180-197; 258-298

Week 2

Brief history and evolution of radio & TV

Chronology of important events/developments in broadcast trends, their social impacts, how the sector is evolving to meet future needs

Introduction to broadcast media equipment: practical recording exercises and hands

on microphone experience

Assignment: Evolution & growth of electronic media preferably in one's own country, role in national development and future prospects

Reading for Week 3:, Gouh, pp. 71--76

Note: Instructors should recommend books from local sources

Week 3

News: Definition, values, elements, characteristics, structure. News sources & audience.

Writing for ear: Difference between news writing for print media and broadcast media.

Activity: One group of students records national and local bulletins on the same day. They classify the news items into various categories in accordance with the news values. Another group collects important news stories from the newspapers of the same day for classifying into the same categories. Groups then compare and contrast those stories from various angles.

Assignment: Different groups given topics based on news definition, sources, values, elements and characteristics, to be presented in class (to sharpen presentation skills). Reading for Week 4: Gouh, pp. 175-77:Maeseneer, pp. 68-86

Week 4

Introduction to newsroom: structure, functions, culture; the basics of reporting; getting the news stories; tools of news gathering: hand outs, news releases, covering speeches, etc.

Activity: Students read through a local newspaper and list stories that could be followed up. They think about different angles and develop each angle into a story.

Monitor reports of same story on various stations to provide follow-up angle.

Assignment: Groups of students prepare written assignment on news gathering techniques (to be presented in class).

Evaluation: A written test of one hour based of on MCQs [Multiple Choice Questions] related to the 4 week performance. This would form part of the written assignment portion.

Reading for Week 5: Maeseneer, pp. 38-49; Boyd, pp. 50-74; Eng & Hodson, pp. 112-121; York, pp.48-58; Cremer, pp.173-201; Dominick, pp.430-455

Week 5

News writing techniques (including the news angle; 5 ws and one H; the intro; focus)

Facts and opinion; clichés; corroboration; attribution; multi-angled stories vs one-angled stories; Developing the story: beginning, middle and end; accuracy; reporting ethics: sourcing & verifying news; cross confirmation; apologies; trust building.

Activity: Construct a story from given facts. Role play exercise based on the given

situation.

Seminar: practitioners discuss verification of sources.

Assignment: written assignments on news angles, difference between news and views, the importance of accuracy and objectivity, cross confirmation, etc.

Reading for Week 6: Gouh, pp. 65-70; Musbuger, pp.24-80; Cremer, pp.131-169

Week 6

Sound Editing Introduction to audio-visual editing: Manual (tape editing) vs digital editing. Editing techniques; learning to use various editing software, such as Adobe audition

Activity: Editing exercises

Assignment small projects for editing

Reading for Week 7: Musbuger, pp. 84-152

Week 7

Recording techniques: Recorders and Cameras; principles, uses and misuses. Mic: various kinds, principles and usages; voice training; Hands on other equipment (video audio mixer board, telephone recording, live telephone recording, knowing the ABC of transmitters etc)

Activity: students sent to record various sound bites and images and shots on video cameras. These materials will be presented and discussed in the class

Assignment: Groups sent to studio to observe and assist Reading for Week 8:

Maeseneer, pp. 94-105; York, pp.126-134; Sayed Shahjehan, pp.19-21

Week 8

The interview: skills; different types; phases

Activity: Groups listen to and record interviews on radio and TV and list questions that were asked. Groups sent to field to do interviews.

Seminar: Practicing journalist from radio or TV briefs students on interviewing techniques.

Assignment: Role play in which one student acts as interviewer and the other as interviewee.

Evaluation: A written test of one hour on (Multiple Choice Questions) MCQs related to the 4 week performance. This would form part of the written assignment portion.

Reading for Week 9: Cremer, pp..203-283

Week 9

Focusing on Dispatches; Dispatch writing Exercises; Elaborating Cue and Body of a dispatch through examples; Breaking News; Characteristics; The race to be No.1 in breaking news; Preparation of News Bulletins

Activity: a) Groups asked to develop dispatches from given collection of facts

b) Breaking news exerciseattempting various stories based on given conditions

c) Seminar: media expert shares experience on preparing news bulletins

Assignment: written assignments on how a dispatch is constructed, characteristics of breaking news, etc

Reading for Week 10: Ivor, pp. 92-96; Robert, pp.156-170

Cremer, pp..250-287;Egan Lee Candace. Video shooting Basics. Retrieved on 05-05-07. <http://zimmer.csufresno.edu/~candace/basics/shooting.htm>

Week 10

Advanced Editing & Production Techniques

Work on Multi track system: inserting audio file in multi track, naming tracks, auditioning tracks, track controls, adjusting volumes and pans, recording in multi track view, track properties, mix down to track, wave blocks, edit wave form, loop properties, Video Editing Techniques, Editing Cuts etc etc

Activity: Groups of students will practice the multi track system

Seminar: expert on adobe audition will present and impart his skills

Assignment: written assignments on various audio- visual production techniques like principles of work on multi track system, principles of VO and SOT, B Rolling etc

Reading for Week 11:Egan Lee Candace. Video shooting Basics. Retrieved on 05-05-07. <http://zimmer.csufresno.edu/~candace/basics/shooting.htm>

Week 11

Adobe Audition Effects: Effects, Normalize, Noise Reduction, Fade in, Fade out, EQ, compression, Threshold, Ratio, Output Gain compensation, Attack time, Release time, Reverb, Total Reverb length, Mixing

Adobe Audition Trouble shooting: solving and managing various problems faced during operation, video editing Transition & Effects, Video Graphics and titles etc

Activity: a) seminar: Expert lectures on various manifestations of effects and how different trouble shooting phenomenon can be managed

b) Students demonstrate how different audio-visual effects could be made.

Assignment: assignments based on various effects of Adobe Audition, Autodesk inferno latest version to be submitted in groups

Reading for Week 12: York, pp.138-148

Week 12

Features, Documentaries:Types & Formats, Characteristics, Themes

Talk shows, road shows, audience feedback, live crosses, natural sounds, etc

Activity: Groups prepare features and documentaries based on socio-cultural issues. These programmes will be analyzed in the feedback session.

Assignment: Every student develops his or her own concept for making a

documentary keeping in view the different phases in documentary making.
 Reading for Week 13: Tabing, pp.38-69; Fraser; Pp.05-20

Week 13

Community Broadcasting: Definition, characteristics, values, needs & prospects
 Community based programmes: themes, issues, features and principles
 Ethics of community broadcasting

Activity: Students sent to periphery/ rural areas for observing and gathering issues relevant to community needs and expectations; make programmes on them which will be discussed in a seminar.

Assignment: Written assignment based on issues and prospects of community broadcasting

Evaluation: A written test of one hour duration based of on MCQs[Multiple Choice Questions] related to the 4 week performance. This would form part of the written assignment portion.

Reading for Week14: Maeseneer, pp. 120-137; Gouh, pp. 23-41

Week 14

Presentation: Sharpening the Presentation skills; Time management; Phone-ins & live activities

Activity: Students act as presenter in various phone-ins and other live programmes

Assignment: Written assignment based on the qualities of a good presenter and ethics of live presentations

Reading for Week 15: Gouh Howard, pp. 243-247; Chrisell, pp.191-217

Week 15

Knowing audience preferences and choices: Requests for advice and information, post box, guest announcers, interviewee, vox pops, village visits, panel discussions, group interview, audience as spectators, talent guests, mobile studio, listening groups, independent programmes etc. Audience survey & Feed back techniques

Activity: Students collect data on audience choices and feedback, to be evaluated in class

Assignment: Students given topics upon which panel discussions could be developed.

Evaluation: A written test of one hour based of on MCQs[Multiple Choice Questions] related to the 2 week performance. This would form part of the written assignment

Grading and assessment protocols:

Attendance:	10%
Written assignments:	30 %
Production of stories and documentary:	60 %.

Comments

In a situation where there is lack of equipment a three-pronged strategy could be evolved. In the first phase, with simple available equipment like manual tape recorders and cheap video cameras, the programs could be produced at the department studio and transmitted or telecast from the local radio/ TV stations. In the second phase digital studio and production units could be set up. In the third phase self owned radio and TV stations could be established.

Contributed by Prof. Shahjahan Sayed, chairman, Department of Journalism & Mass Communication, University of Peshawar, Pakistan; co-author, Mr. Gul Wahab, lecturer in the same department

Online/multimedia Journalism

Level of course: Second year in three-year bachelor's degree, third year in four-year degree.

Course description: The purpose of this course is to give journalism students a broad perspective and practical skills in the emerging forms of journalism based on the Internet and other digital platforms. Through lectures (or seminars), class discussions and reading materials, students will examine how the digital revolution has affected journalism. They will also learn the basics of Web publishing, from planning and designing a news site to producing and publishing text, photos, audio and video, through computer lab sessions and practical exercises. The class will study how relationships with audiences can be transformed into more interactive engagement with the Internet and other networked media; consider ethical problems that can arise with new technologies, and how the structure of news organizations can be transformed by technology; learn how to use digital cameras, and experiment with audio and video on multimedia, interactive projects; consider the impact of mobile technologies; and learn to adapt to emerging technologies, keeping in mind the basic values of journalism and its role in a democratic society.

Mode: Combination of lecture, class discussions, computer lab tutorials, exercises and journalistic projects.

Pedagogical approach or method

This course adopts a dual pedagogical approach, as it includes traditional lecture/discussion or seminar sessions and practical, hands-on tutorials and exercises in a computer laboratory. The ideal is a small class (up to 20 students), with one computer per student. A larger class may be divided into small groups for the lab session. Each student should have a computer with Internet access. If this is not affordable, the instructor's computer screen could be projected (though this is not recommended, since students learn much better by doing than by watching).

Number of hours per week: 4 hours (two for lecture/discussion, two for lab work).

A list of required and recommended texts and/or equipment

Online

Relevant contemporary material published on specializing sites on the Internet, including software tutorials and articles on online journalism.

Books

- Foust, James, *Online Journalism - Principles and Practices of News for the Web*, (2005), Holcomb Hathaway Publishers, Scottsdale, AZ.
- Stovall, James Glen, *Web Journalism - Practice and Promise of a New Medium*, (2004), Pearson Education, Boston, MA.
- Quinn, Stephen, *Convergent Journalism: The Fundamentals of Multimedia Reporting*, 2005, Peter Lang Publishing, New York, NY.
- Kovach, Bill, and Rosentiel, Tom, *The Elements of Journalism : What newspeople should know and the public should expect* (2001), Crown Publishers, New York, NY.
- Software: Dreamweaver, Photoshop, Audacity, Soundslides, iMovie (or other video editing software like FinalCut Pro or Adobe Premiere)

Schedule of classes

Week 1

Seminar: Syllabus presentation. Students' introduction. Overview of local and international online journalism. How the Web works (Foust Chapter 2).

Lab: Tools and terminology (Foust 1) and Introduction to HTML (Foust 3).

Reading assignments for the following week: For seminar, Ward 1 and Stovall 1; for the lab, Foust 1 and 3.

Week 2

Seminar: What online journalism is and how it has evolved. A brief history of the Internet and the digital revolution, and its impact on journalism in the world and in your country. A local or regional case study is presented.

Lab: HTML and CSS introduction. Starting the Web publishing project: students'

resume pages.

Reading: Kovach & Rosentiel (or

<http://www.nieman.harvard.edu/reports/professor/elements.pdf>). Foust 1.

Week 3

Seminar: Basic values of journalism applied to the new media. "The Nine Elements of Journalism." Types of online journalism (abroad and local). Discussing and selecting topics for short research paper to be presented during week 8.

Lab: HTML: Hyperlinking, inserting images and other advanced authoring techniques. Working on resume pages.

Reading: Foust 6

Week 4

Seminar: Planning a class project: Web zine or news Web site. Principles of Web design, information architecture, usability of news Web sites.

Lab: Finishing resume pages. Starting to build the class Web zine.

Reading: Stovall 2

Week 5

Seminar: News Web site analysis: students dissect local and/or foreign news Web site that will serve as benchmark for the class Web zine project. Discussing and assigning stories students will write and edit for the class Web zine.

Lab: HTML: Introduction to creating tables and using CSS. Creation of Web zine in HTML and CSS.

Reading: Foust 5. Stovall 4.

Week 6

Seminar: Gathering information on the Web. Principles of Computer-Assisted Reporting. Progress reports of the stories for the Web zine.

Lab: HTML: Additional techniques with tables and CSS. Continuation of development of Web zine in HTML with CSS.

Reading: Foust 7. Stovall 5.

Week 7

Seminar: Principles of writing and editing for the Web. Stories are due and edited for publication on the Web zine.

Lab: Introduction to digital camera and techniques.

Week 8

Seminar: Web zine evaluation. Mid term exam or short paper/essay presentation.

Lab: Introduction to Photoshop and introduction to audio interviewing for the Web.

Reading: Gillmor 1, 12

Week 9

Seminar: Blogs and participatory journalism. The audiences' engagement with news Web sites. Creating a class blog to be combined with the Web zine. Discussing and selecting topics for long research paper to be presented during week 15.

Lab: Inserting images and/or photos into Web zine. Introduction to Audacity.

Reading: Foust 9;

Week 10

Seminar: Multimedia and interactivity: changing the journalistic storytelling.

Discussing and assigning stories students will produce for the class Web zine, emphasizing multimedia projects (i.e., video, audio, photo slideshows, etc).

Lab: Inserting audio stories into Web zine. Introduction to the video camera and video reporting techniques for the Web.

Reading: Stovall Chapters 8 and 9;

Week 11

Seminar: Basic principles of video and photo for the Web. Animated and interactive infographics, audio-slideshows and other forms of visual presentations

Lab: Introduction to Soundslides and insert stories into Web zine. Introduction to iMovie (or other video editing software like Adobe Premiere or FinalCut Pro).

Reading: Quinn, 2

Week 12

Seminar: The multimedia newsrooms: how the Internet is changing the structure of news organizations. The impact of mobile technology on news production and dissemination: from text-messaging news to mobile phone to podcasts and other new formats.

Lab: Insert video stories into Web zine. Introduction to making a podcast.

Reading: Foust Chapter 10; (Important: local/national reading on legal aspects)

Week 13

Seminar: Ethical and legal problems of online journalism. Multimedia projects are due.

Lab: Insert podcasts (optional) into Web zine.

Reading: Online articles on the job market situation in your region

Week 14

Seminar: Discussion about the job market and opportunities to work in online journalism in the region or country. Evaluation of class Web zine and blog.

Lab: Finalizing Web zine.

Week 15

Seminar: Presentations of the long paper. Conclusions

Contributed by Rosental Calmon Alves, Knight Chair in Journalism & UNESCO Chair in Communication, University of Texas at Austin

Media Law

Level of course: First year in three-year bachelor's degree, second year in four-year degree.

Course description

This course considers the laws that affect journalists and the media. It introduces students to the national justice system, including the court structure; examines the democratic principles of freedom of expression, freedom of the media and transparency; and looks at regulatory mechanisms for the media and the various laws and international instruments that limit or enable journalists' freedom of expression.

Mode: A combination of lectures and seminars.

Pedagogical approach

In order to integrate theory and practice and to illuminate difficult legal concepts, a case study approach should be followed as far as possible. Teachers should collect appropriate case studies from their own countries to illustrate the operation of legal principles in particular cases. Seminars, led by staff or graduate students, give students an opportunity for in-depth discussion. For the seminars, students should be asked to prepare written presentations which should be graded.

Number of hours per week

Lectures and seminars: 4 hours. Reading, preparation and assignments: 6 hours.

Number of weeks: 15

Required and recommended texts

Note: because legal systems differ from country to country, a list of texts can only suggest some general readings on particular topics. For readings on the particulars of the law in any country, teachers will have to find country-specific readings. The website of Article 19 (<http://www.article19.org/publications/global-issues/index>).

html), includes a reports on various aspects of media law in many countries. Teachers are also encouraged to use material from their countries' law reports for illustrative cases.

Suggested readings

- Article 19. 2006. *Defamation ABC. A simple introduction to key concepts of defamation law*. London: Article 19.
- Article 19. 2007. *The freedom of expression handbook*. London: Article 19.
- Brand, R.C. 2006. *Between privilege and subpoena: protecting confidential sources*. *Ecquid Novi*. 27 (2): 113 – 135.
- Bussiek, C. & Bussiek, H. 2004. *The media: making democracy work*. Tool Box 1 – 4. Windhoek: Friedrich Ebert Stiftung. Available free of charge at <http://www.fesmedia.org.na>.
- Coliver, S. [Ed.] 1992. *Striking a balance. Hate speech, freedom of expression and non-discrimination*. London: Article 19.
- Commonwealth Secretariat. 2003. *Freedom of expression, association and assembly*. [Best practice series]. Commonwealth Secretariat.
- Cram, I. 2006. *Contested words. Legal restrictions on freedom of speech in liberal democracies*. Aldershot: Ashgate Publishing.
- Lichtenberg, J [Ed.] 1990. *Democracy and the mass media*. Cambridge: Cambridge University Press.
- Mendel, T. 2003. *Freedom of information. A comparative legal survey*. New Delhi: Unesco.
- Rozenberg, J. 2004. *Privacy and the press*. New York: Oxford University Press.
- Article 19. 1999. *Kid's talk: freedom of expression and the UN Convention on the Rights of the Child*. London: Article 19.
- Walden, R.C. [Ed.] 2000. *Insult laws: an insult to press freedom*. Reston, Va.: World Press Freedom Committee.

Week-by-week schedule of classes

Week 1

Introduction of teacher and students. Discussion of structure of course, readings and assignments. What is media law?

Reading for week 2: Bussiek & Bussiek (2004) Tool Box 1 pp 6 -34.

Week 2

Lectures: What is a journalist? Should journalists be registered? The notion of professional standards. Regulation of the media: state regulation or self-regulation? Seminar: Should journalists be licensed to practice? Discuss, with reference to your own country.

Readings for week 3: to be assigned by teacher (country-specific).

Week 3

Lectures: The legal system and courts. Sources of law. The constitution.
 Seminar: Journalism and citizenship: should journalists have special rights?
 Readings for week 4: Bussiek & Bussiek (2004) Tool Box 1. Pp. 38 -42
 Lichtenberg, J. Foundations and limits of freedom of the press. In Lichtenberg, J. (Ed.) (1990).

Week 4

Lectures: Freedom of expression. Constitutional provisions. International instruments. Seminar: Discuss the environment for freedom of the media in our country.
 Reading for week 5: Bussiek & Bussiek (2004). Tool box 1, pp. 45 – 49.

Week 5

Lectures: Protecting national security and public order.
 Seminar: How do you define the national interest?
 Readings for Week 6: Bussiek & Bussiek (2004). Tool box 4 pp 1 – 35
 Mendel (2003): case study pertaining to your country.

Week 6

Lectures: Access to information laws and procedures. Protection of whistleblowers.
 Seminar: Should citizens have access to information held by private bodies?
 Reading for Week 7: to be assigned by teacher (country-specific)

Week 7

Lectures: Rules of court reporting. Contempt of court, sub judice rules.
 Seminar: Discuss the sub judice rule as it applies in your country.
 Readings for Week 8: Bussiek & Bussiek (2004). Tool box 1, pp. 56 – 57.
 Cram (2006) Chapter 5: Wounding words: The constitutional challenge posed by hate speech in modern liberal democracies.

Week 8

Lectures: How do you strike a balance between protection of vulnerable groups and freedom of expression? Laws regulating blasphemy, hate speech, and racism.
 Seminar: Does freedom of expression include the freedom to offend? Discuss.
 Readings for Week 9: Cram (2006) Chapter 6: Sexually explicit expression and the courts.

Week 9

Lectures: Protection of social values. Obscenity and pornography. Violence and brutality. Protecting children.

Seminar: Should freedom of expression extend to pornography?

Readings for Week 10: Bussiek & Bussiek (2004) Tool Box 1, pp. 50 – 54

Article 19. 2006. Defamation ABC. A simple introduction to key concepts of defamation law. London: Article 19.

Introduction and country survey in Walden, R.C. (Ed.) 2000. Insult laws: an insult to press freedom. Reston, Va.: World Press Freedom Committee.

To be assigned by teacher: country-specific reading on law of defamation.

Week 10

Lectures: The principles of defamation law, defenses, and remedies. Criminal defamation, insult laws (if applicable).

Seminar: Should journalists be held to a higher or lower standard than other citizens in defamation actions?

Readings for Week 11: Chapter 1: Confidence or privacy. From Rozenberg (2004).

Chapter 4: Regulating the press. From Rozenberg (2004).

To be assigned by teacher: country-specific reading on the law of privacy.

Week 11

Lectures: The law and professional standards relating to privacy.

Seminar: Discussion: right to privacy v freedom of expression.

Readings for Week 12: Bussiek & Bussiek (2004) Tool Box 1, pp. 41 – 44.

Brand, R.C. 2006. Between privilege and subpoena: protecting confidential sources.

Ecquid Novi. 27 (2): 113 – 135.

Week 12

Lectures: The protection of confidential sources. Right of reply provisions.

Seminar: Should journalists have special rights to protect their confidential sources?

Readings for Week 13: to be assigned by teacher (country-specific).

Week 13

Lectures: The media and elections. Laws relating to the coverage of elections.

Seminar: Should countries legislate a “fairness doctrine” for media during elections?

Readings for Week 14: Bussiek & Bussiek (2004) Tool Box 1 pp 9-11.

Week 14

Lectures: Some international instruments affecting the media.

Seminar: Discuss the effectiveness of international instruments in guaranteeing freedom of the media.

Week 15 Revision.

Grading and assessment protocols

Weekly written seminar assignments (20%). Students should be asked to prepare short written reports on the seminar topics, both as a basis for discussion and for grading purposes.

Mid-term essay (30%). Topic at the discretion of teacher, but should be structured around material covered up to Week 7 of the course.

Final exam (50%).

Contributed by Robert Brand, Pearson Chair of Economics Journalism, School of Journalism and Media Studies, Rhodes University, South Africa.

Journalism Ethics

Level of course: Second year in bachelor's degree

Course description

Journalism ethics need not be simply another theoretical discipline. It can be as challenging, creative and experimental as any other practical class. We propose the creation of an Ethics Lab, a real or virtual space where students recreate and face ethical dilemmas similar to those found in newsrooms. The main objective of this course in applied ethics is to develop the student's abilities to identify journalistic ethical issues through the examination and evaluation of local, national and international case studies. The course is based not on rights and wrongs, but on critical thinking and supervised decision making. It will also pay attention to global journalism ethics as an extension of journalism ethics. We should emphasize the ethical aspects of journalism practice both within and outside the national borders and prepare students to be critical of their own and other countries' journalism practices.

Mode: A combination of lectures and seminars.

Pedagogical approach or method

Students will develop an ability to think critically and practice journalism ethics. For that purpose we develop skills in comprehension, analysis, synthesis, and evaluation of ethical dilemmas in micro and macro levels of discussion. For some cases, students will be asked to role-play. We will also explore the diversity of cultural approaches and definitions for journalism ethics, society and individual journalists' responsibilities in different societies. We recommend specific class readings, writing term papers, discussing local, national and international case studies, film

screenings and inviting guest speakers to participate in class debates. This course should also include multidisciplinary seminars and workshops.

Number of hours per week

Four hours of instruction (lectures, seminars and class debates) per week and four hours for individual study time (assignments, researching specific topics and reading)

Number of weeks: Half-year course of 15 weeks.

Required and recommended texts

- Alia, Valerie, Brennan, Brian & Hoffmaster, Barry. *Deadlines and Diversity: Journalism Ethics in a Changing World*. Black Point (Nova Scotia), Fernwood Publishing, 1996. [Canada]
- Bassham, Gregory; Irwin, William; Nardone, Henry; Wallace, James. M. *Critical Thinking*. McGraw-Hill, 2005
- Baggini, Julian. *Making Sense: Philosophy behind the headlines*. Oxford University Press, Oxford, 2002.
- Black, J. and R. Barney, eds. "Search for a global media ethic." [Special issue] *Journal of Mass (Eds.). Media Ethics*, 17(4), [2002].
- Black, J., Steele, Bob, Barney, Ralph, *Doing ethics in journalism – A handbook with case studies*. The Sigma Delta Chi Foundation and The Society of Professional Journalists, EBSCO Media, Birmingham, AL, 1993.
- Berger, Guy. (2000). "Grave New World? Democratic journalism enters the global twenty-first century". *Journalism Studies* 1(1) (2000): 81-99.
- Bernier, Marc-François. *Ethique et déontologie du journalisme*, Québec, Presses de l'université Laval, 1994
- Bertrand, Claude-Jean. *The Arsenal of Democracy: Media Accountability Systems*. Hampton Press, 2003
- Bertrand, Claude-Jean. *Media Ethics and Accountability System*. Transaction Publishers, 2000
- Biagi, Shirley and Marilyn Kern-Foxworth. *Facing Difference: Race, Gender, and Mass Media*. Thousand Oaks, CA: Pine Forge Press, 1997.
- Bivins, T.H. "A worksheet for ethics instruction and exercises in reason." *Journalism Educator*, 48 (2), 4-16, 1993
- Bonete Perales, Enrique (coord.) *Éticas de la Información y Deontologías del Periodismo*. Madrid: Tecnos, 1995.
- Civard-Racinais, Alexandrine. *La déontologie des journalistes: principes et pratiques*. Paris, Ellipses, 2003.
- Chadwick, Ruth (ed.). *Ethical issues in Journalism and Media*. Routledge, London, 1992.

- Christians, C.G., & Covert, C. *Teaching ethics in journalism education*. New York: The Hastings Center, 1980.
- Christians, C. and Nordenstreng, K. "Social Responsibility Worldwide." *Journal of Mass Media Ethics*, 19(1), 3-28.
- Cunningham, Brent "Rethinking objectivity," *Columbia Journalism Review* (July/August 2003), 24-32.
- Fritz, N. Jerald. "Hidden-Cameras — Protocol for Use." *Communications Lawyer*, Forum on Communications Law American Bar Association Volume 16, Number 4, Winter 1999, pp. 22-23
- Gerbner, G. & Mowlana, H. & Nordenstreng, K, eds. *The Global Media Debate*. Norwood, NJ: Ablex Publishing, 1999.
- Hargreaves, I. *Journalism – Truth or Dare*. Oxford University Press, Oxford, 2003.
- Iggers, Jeremy. *Good News, Bad News — Journalism, Ethics & the Public Interest*, Westview Press, 1999.
- Karam, Francisco J. *Jornalismo, Ética e Liberdade*. Summus Ed. São Paulo, 1997.
- Kovach, Bill and Rosenstiel, Tom. *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect*. New York: Crown Publishers, 2001.
- Merrill, John, *Journalism Ethics: Philosophical Foundations for News Media*. Bedford/St. Martin's, 1996.
- Merrill, J. C. *Global Journalism*, 2nd ed. New York: Longman, 1991.
- Nordenstreng, Kaarle. *Reports on Media Ethics in Europe*. University of Tampere, 1995.
- Patterson, Wilkins. *Media Ethics*. McGraw Hill, 1998.
- Pavlik, John, *Journalism and New Media*. Columbia University, 2001.
- Ruby Jay, Larry P. Gross & John S. Katz (eds.) *Image Ethics: The Moral Rights of Subjects in Photographs, Film, and Television*. New York: Oxford University Press, 1991.
- Sarkaria, Justice. *A Guide to Journalistic Ethics*. Press Council of India, 1995.
- SNJ. *Livre blanc de la déontologie des journalistes ou de la pratique du métier au quotidien*. Paris, Syndicat national des journalistes, 1993.
- Seib, P. *The Global Journalist: News and Conscience in a World of Conflict*. Lanham, MD: Rowman and Littlefield, 2002.
- Seib, P. & Fitzpatrick, K. *Journalism Ethics*. Harcourt Eds. 1996.
- Vander Meiden, Anne (Ed.) *Ethics and Mass Communication*. Utrecht, Netherlands; State University of Utrecht.
- Waisbord, Silvio. *Watchdog Journalism in South America: News Accountability and Democracy*. New York, Columbia UP, 2000.
- Ward, S. J. A. *The Invention of Journalism Ethics: The Path to Objectivity and Beyond*. Montreal: McGill-Queen's University Press. 2005.
- Ward, S. J. A. "Philosophical Foundations of Global Journalism Ethics." *Journal of Mass Media Ethics*. 2005, Vol. 20, No. 1, 3-21

- Weaver, D. H., ed. *The Global Journalist*. Cresskill, NJ: Hampton Press, 1998.

Schedule of classes

Weekly selection of local, national and international study cases for class debates: What are the relevant facts of the case? What ethical issues are at stake? What values are in conflict? Who are the main players? What are the possible attitudes or courses of action? What are their possible consequences? What is the best course of action? What should be done by the main players?

Week 1

Review syllabus. Introduction to journalism ethics; philosophical background in ethics. Class discussions: What is ethics? Nature of journalism ethics — not just right and wrong; principles of critical thinking and decision making.

Suggested readings:

Bassham (2005), Preface, Chapter 1 Introduction to Critical Thinking pp 1-26.

How would I defend this case? Read and discuss Introduction and Chapter 1 of Patterson (1998), pp. 1- 19.

Week 2

History of Journalism ethics. Bias, impartiality, Ethnic, racial and cultural identities. Read Ward (2005). Biagi (1997). Write a two-page paper describing an ethical decision you faced in your personal, academic or professional life. What kind of decision did you reach? How did you decide it?

Week 3

Personal ethics and group ethics; Consequences of personal choices – moral judgment; Define basic journalistic concepts in relation to Journalism Ethics: Truth, Fairness, Integrity, Impartiality, Independence and Accountability

- What is the journalistic purpose or news value of this story?
- What are my motivations in doing this story?
- How does this decision fit my overall journalism values?

Suggested readings: Baggini (2002). Introduction, Chapters 1 and 2 (pp 1-83). Christians (1980). Bivins (1993) 4-16.

Week 4

Global ethics – universal values or relativism? Individual and social values. Global journalism ethics as an extension of journalism ethics; global values in the newsroom; codes of ethics, codes of practice (international examples) – history and evolution; what journalists believe. Alia (1996); Civard-Racinais (2003).

Week 5

Conflict of interests – principle of independence; censorship – threats, reprisals and intimidation; personal integrity. Kovach and Rosenstiel (2001): “Journalism of verification”, pp. 70-93. Black et al (1993).

Week 6

Objectivity: is it possible? Objectivity versus relativism; objectivity versus subjectivity. Cunningham (2003), 24-32. Ward (2005).

Week 7

Freedom of the press. Principles of openness and freedom of expression; ethics during conflicts and wars; conflict-reduction journalism; conflict-resolution journalism; coverage of state security issues and information access. The limits of the right to know; journalism ethics and patriotism. Suggested readings: Christian et al (1998).

Week 8

Principle of accountability: Legal ethics – slander and libel considerations; professional limits – principle of harm limitation; media bias, sensationalism; should journalists be accountable? Bertrand (2003).

Week 9

Seeking the truth and information accuracy: Notion of truth; verification; evidence, fact-checking and corroboration; plagiarism; inventions, speculation, rumors and gossip; separation between news and opinion; simulations, reenactments, alterations, and artistic imaginings; fairness and balance – moral judgments; news sources; accurate attribution and confidentiality of anonymous sources; spin-doctors. Merrill (1996)

Week 10

New technologies, old dilemmas: Confusion about who is a journalist, and what standards are relevant. Discuss the effects and implications of new technologies: Speed versus accuracy; ethics in the digital age; citizen journalism; blogs; filtering news videos in open digital spaces like YouTube and MySpace. Pavlik (2001), 82-97.

Week 11

Hidden cameras: Video editing; photo and digital manipulation and misrepresentation; offensive images; special, sensitive situations: how should journalists cover hostage-takings, suicide attempts and other events where media coverage could exacerbate the problem, or lead to deadly consequences? Suggested readings on hidden cameras at

<http://www.rtnda.org/resources/hiddencamera/contents.html> and Fritz (1999), pp. 22-23

Week 12

Graphic images: How much is too much? News judgment; diversity (including racial and cultural identities); standards of taste; gender and sexual orientation; stereotyping; children. Suggested reading: Ruby (1991).

Week 13

Ethics and cheque-book journalism: bribes, personal interests, survival of ethical principles; pressure from competition; ethical decisions, scoops; increased importance of business values; journalism as one part of profit-driven corporations; priority of economic imperatives over ethical duties; boss versus journalist ethics; cheque-book journalism. Black (2002).

Week 14

Journalism crisis and global issues: Citizen journalism and ethics; local, national and international study cases. Examples of recent real ethical dilemmas: Read: Sarkaria (1995); Waisbord (2000). Nordenstreng (1995); Vander Meiden (date?). Bonete Perales (1995).

Week 15

The future of Journalism ethics: Is there a future for journalism? Journalism as a serious source of news and democratic debate or just another source of entertainment? In a world of open digital new outlets, information overload and new standards of journalism practice, is there still a future for ethics in journalism? Read Hargreaves (2003) pp 235- 267. Weaver(1998). Berger (2000) 81-99.

Grading and assessment protocols

Class participation and attendance - 30 percent

One mid-term exam - 20 percent

Essays - 30 percent. Each student will write four essays (two to three pages) on topics that are related to the content of the class debates.

Final exam - 20 percent

Comments

For the Master's degree level I would emphasize researching and debating local, national and international study cases, assuming that the students had already studied basic philosophical concepts at the bachelor's level.

For the Master's degree level I would recommend a more extensive reading of

classic authors in ethics themes like Platon, Aristotle, Descartes, Spinoza, Hume, Kant, Kierkegaard, Nietzsche, Weber, Freud and Foucault. The objective is to establish parallels between philosophical themes and day-to-day news coverage.

I would focus more on in-depth debates regarding media and society, such as causality, the role of media in the democratization process, the rise of participation journalism (citizen journalism), journalists covering conflicts, media funding, and media coverage of diversity.

Contributed by Prof. Antonio Brasil, PhD, Rio de Janeiro State University (UERJ)

Media and Society

Level of Course: Second year in three-year bachelor's degree; fourth year in four-year degree

Course description

This course takes a critical approach to the study of the production and consumption of mass media, with a special emphasis on the role of media in the democratization process. Special attention will be devoted to media coverage of conflict and peace initiatives and to the value of diversity.

Mode: Combination of lectures, seminars and individual assignments

Pedagogical approach or method

The class will be divided into smaller groups (12 to 16 students) during the seminars and this part of the course will be interactive.

Number of hours per week: 4 hours (3 – lecture, 1 – seminar)

Required and recommended texts and/or equipment

For the instructor:

- David Crowley & Paul Heyer (Eds.) (2007). *Communication in History*. 5th Edition. Boston: Allyn and Bacon.
- Lee B. Becker, Tudor Vlad and Nancy Nusser (2007). *An evaluation of press freedom indicators*. In *The International Communication Gazette* 69: 5-28.
- Joseph R. Dominick (2007). *The Dynamics of Mass Communications*. 9th Edition. Boston: McGraw Hill.
- Peter Gross (2002). *Entangled Evolutions. Media and Democratization in Eastern*

Europe. Baltimore and London: The Johns Hopkins University Press.

- William A. Hachten (1993). *The Growth of Media in the Third World. African Failures, Asian Successes*. Ames: Iowa State University Press.
- Freedom House, Freedom of the press. *A global survey of media independence*. New York: Rowman & Littlefield. Available at: <http://www.freedomhouse.org/template.cfm?page=251&year=2006>
- M. Frohardt, M., & J. Termin, (2003). United States Institute of Peace Special Report 110. *Use and Abuse of Media in Vulnerable Societies*. Available at <http://www.internews.org/mediaconflict/default.htm>
- Ross Howard (2004). *Conflict Sensitive Journalism. A Handbook*. Available at: <http://www.i-m-s.dk/media/pdf/Handbook%20pdf-vers%20eng%20220404.pdf>
- Monroe E. Price, Beata Rozumilowicz & Stefaan Verhulst (Eds.) (2002). *Media Reform. Democratizing the media, democratizing the state*. London and New York: Routledge
- David Tuller (2002). Chapter Reporting Diversity Manual. London: A Media Diversity Institute Publication. Available at: <http://www.media-diversity.org/PDFS/Reporting%20Diversity%20Manual.pdf>

For the students:

Chapters of Dominick's (2007) book and other readings are listed below for each of the classes.

Equipment: Access to computers with Internet access is highly recommended.

Week-by-week schedule

Week 1

Introduction to the course. Discussion of list of readings and other assignments.
Reading for Week 2: Dominick (2007), Chapter 3: Historical and Cultural Context

Week 2

Lecture: History of mass communication. The instructors will use Crawley & Heyer (2007).

The relationship among media and their dynamics.

Marshall McLuhan, *Understanding Radio* (in Crawley, 2007); Mitchell Stephens, *Television Transforms the News* (in Crawley, 2007); Two Cultures—Television versus Print (in Crawley, 2007).

Seminar: Students will discuss Dominick's (2007) Chapter 3.

Reading for Week 3: Media in twenty six countries are examined, as case studies, in Dominick (2007), Gross (2002), Price (2002) and Hachten (1993). The reading assignment is the case study of the country where the course is taught.

Week 3

Lecture: History of the country's media.

Seminar: How accurate the country's media were analyzed in the books listed above.

Reading for Week 4: Dominick's (2007) Chapter 17, from "International Media Systems" to "Theories of the Press"

Week 4

Lecture: Media systems and theories of the press. Main theories about media

Seminar: Discussion of the theory that fits the country's media - government relationship.

Reading for Week 5: Dominick's (2007) Chapter 17, from "Control and Ownership of Media" to "Examples of Other Systems"

Week 5

Lecture: Media ownership and finance. Basics of media economics: impact of advertising.

Seminar: Discussion of the specific media funding challenges in the country

Reading for Week 6: The instructor will divide the class in smaller groups. The groups will be asked to read/watch/listen to two, three or four local media during four days.

Week 6

Lecture: Media Content. News, entertainment and educational content.

Seminar: Discussion of the content of the media that were read/watched/listened to the prior week.

Reading for Week 7: Dominick's (2007) Chapter 11, The Internet and the World Wide Web.

Week 7

Lecture: New media. Impact of Internet of national economies.

Seminar: Discussion of the potential impact of the information gap between young and old audiences and between urban and rural areas in emerging democracies

Reading for Week 8: Webster's (1997) chapter 1 The Concept of Mass Audience, available at: <http://www.questia.com/PM.qst?a=o&d=89358021>

Week 8

Lecture: Audience theory. Mass society and mass audience.

Seminar: Discussion of the audiences of two or three selected local media

Reading for Week 9: Dominick's (2007) Chapter 2 Perspectives on Mass Communication

Week 9

Lecture: Functions of media for society.

Seminar: Discussion of how different audiences use the country's media

Reading for Week 10: Hachten's (1993) Chapter 9 Changing Theory and Ideology

Week 10

Lecture: Culture and media. Critical/cultural studies.

Seminar: Discussion of how women are portrayed in two or three of the country's media.

Reading for Week 11: Dominick's (2007) Chapter 18, Social Effects of Mass Communication

Week 11

Lecture: The impact of media on society. Shaping attitudes and beliefs.

Seminar: Discussion of how college students are portrayed by local media and by student media.

Reading for Week 12: Most recent Freedom House, Freedom of the press. A global survey of media independence. New York: Rowman & Littlefield.

Week 12

Lecture: Freedom of the press. The concepts of free and independent media. Censorship.

Evaluations of freedom of the press. (Instructors will use Lee B. Becker, Tudor Vlad and Nancy Nusser (2007). An evaluation of press freedom indicators. In *The International Communication Gazette* 69: 5-28.)

Seminar: Discussion of how accurate is the country's evaluation in Freedom House, Freedom of the press. A global survey of media independence. New York: Rowman & Littlefield.

Reading for Week 13: Rozumilowicz's (Price, 2002) Chapter Democratic change.

Week 13

Lecture: The role of media in the democratization process. Stages of media reform.

Seminar: Discussion of the country's stage of the media reform and of challenges of the process.

Reading for week 14: Ross Howard (2004). *Conflict Sensitive Journalism*. A Handbook. Available at:

<http://www.i-m-s.dk/media/pdf/Handbook%20pdf-vers%20eng%20220404.pdf>

Week 14

Lecture: Media and conflict

Seminar: Discussion of how Howard's (2004) handbook can be used in emerging democracies.

Reading for Week 15: Tuller's (2002) Chapter 2 General tips on reporting diversity

Week 15

Lecture: Media and diversity. Race, ethnic, gender and religious diversity.

Seminar: Discussion of how race or ethnicity or religious diversity is generally portrayed in the country's media

Grading and assessment protocol

Attendance and in-class assignments - 20 percent; One mid-term exam - 20 percent; Essays - 30 percent; Final exam - 30 percent

Comments

This syllabus is designed for the Bachelor's degree level. In a syllabus for the Master's degree, I would focus more on important debates regarding media and society, such as causality in the relationship media society, and the role of media in the democratization process.

Contributed by Dr. Tudor Vlad, Assistant Director, James M. Cox Jr. Center for International Mass Communication Training and Research, Grady College of Journalism and Mass Communication, University of Georgia, USA

Contributors

UNESCO thanks the following professionals and experts for their valuable contributions to the preparation of this document:

For initial guidance and advice:

Late Prof. James W. Carey, Columbia Journalism School, USA

The four-member experts committee who drafted the curricula

- **Prof. Michael Cobden**, Inglis Professor, University of King's College, Halifax, NS, Canada B3H 2A1 , Ph: 902-422-5668 E-mail:mcobden@dal.ca
- **Prof. Gordon Stuart Adam**, Professor Emeritus, Carleton University, Ottawa, Canada, and Journalism Scholarship Fellow, The Poynter Institute for Media Studies, 801 Third St. St. Petersburg, Florida 33701 USA Ph: 727-821-9400 E-mail: gsadam@poynter.org
- **Prof. Hans-Henrik Holm**, Jean Monnet Professor, Head of Department Danish School of Journalism, Olof Palmes Alle 11 DK 8200 Aarhus N, Denmark, ph: +4589440321 E-mail: hhh@djh.dk
- **Magda Abu-Fadil**, Director, Journalism Training Program, Regional External Programs, American University of Beirut, P.O. Box 11-0236, Riad El Solh 1107 2020, Beirut, Lebanon

Experts who attended the first Consultative Meeting on Journalism Education (December, 2005)

- **Mr. Mahmoud Abdulhadi**
Director, Aljazeera Media Training and Development Centre
P.O. BOX 23134 Doha QATAR
Mahmoud Abdul hadi [mahmood@aljazeera.net]
- **Magda Abu-Fadil**
Director, Journalism Training Program, Regional External Programs, American University of Beirut, P.O. Box 11-0236, Riad El Solh 1107 2020, Beirut, Lebanon
- **Prof. Gordon Stuart Adam**
, Professor Emeritus, Carleton University, Ottawa, Canada, and Journalism Scholarship Fellow, The Poynter Institute for Media Studies, 801 Third St. St. Petersburg, Florida 33701 USA Ph: 727-821- 9400 E-mail: gsadam@poynter.org
- **Prof. Rosental Calmon Alves**
Knight Chair in Journalism & UNESCO Chair in Communication, Director, Knight Center for Journalism in the Americas, University of Texas at Austin, School of

Journalism, Austin, Texas 78712
rosentalves@mail.utexas.edu

• **Dr. Indrajit Banerjee**

Secretary-General, Asian Media Information and Communication Centre (AMIC)
Jurong Point, P.O. Box 360 SINGAPORE 916412
Tel: (65) 6792 7570 Email: indrajit_banerjee@amic.org.sg

• **Prof. Guy Berger**

Head of School of Journalism & Media Studies Rhodes University, Grahamstown,
South Africa, 6140 tel. 046 603 8336/7; fax 046 622 8447, Cell. 082 801 1405
G.Berger@ru.ac.za <http://journ.ru.ac.za/staff/guy>

• **Prof. Michael Cobden**

Inglis Professor, University of King's College, Halifax, NS, Canada B3H 2A1 , Ph: 902-
422-5668 E-mail: mcobden@dal.ca

• **Prof. Hans-Henrik Holm**

Jean Monnet Professor, Head of Department
Danish School of Journalism, Olof Palmes Alle 11 DK 8200 Aarhus N, Denmark, ph:
+4589440321 E-mail: hhh@djh.dk

• **Prof. Divina Frau-Meigs**

Sorbonne University, Paris, France
E-mail: meigs@wanadoo.fr

• **Prof Frank Morgan**

President, JourNet Global Network for Professional Education in Journalism and
Media, School of Design, Communication & IT, The University of Newcastle, 2308
AUSTRALIA Tel: +61+2+4921 6639 e-mail: Frank.Morgan@newcastle.edu.au

• **Prof. Jamal Eddine Naji**

Faculty of Science of Education, University of Mohammed V
Reduction-Souissi, Morocco, E-mail: naji@qc.aira.com

• **Prof. Kaarle Nordenstreng**

Department of Journalism and Mass Communication, University of Tampere,
33014 Finland, E-mail address: Kaarle.Nordenstreng@uta.fi

- **Mr. N. Ram**

Editor in Chief, The Hindu and Group Publication
Kasturi Buildings, 859 and 860 Anna Salai, Chennai, 600002 India
Office:+91.44.28414253/28413344 E-mail: nram@thehindu.co.in

- **Prof. Ian Richards**

Director, Postgraduate Journalism Program, Chair, UniSA Human Research Ethics Committee, Division of Education, Arts and Social Sciences, University of South Australia, St. Bernards Road, Magill South Australia 5072
Tel. No. + 61 8 8302 4526 E-mail: Ian.Richards@unisa.edu.au

- **Dr. George Thottam**

Professor, Iona College, New Rochelle, NY 10801, USA
Past president, Association of Schools of Journalism and Mass Communication
E-mail address: gthottam@iona.edu

- **Mr. Ognian Zlatev**

Managing Director, Media Development Center, 6Triaditsa St. Sofia 1000 Bulgaria
Tel/fax: (359 2) 988 9265 E-mail: ozlatev@mediacenterbg.org

Members of 2nd Expert Consultative Meeting (April 2007)

- **Prof. Michael Cobden**

Inglis Professor, University of King's College, Halifax, NS, Canada B3H 2A1 , Ph: 902-422-5668 E-mail:mcobden@dal.ca

- **Prof. Gordon Stuart Adam**

Professor Emeritus, Carleton University, Ottawa, Canada, and Journalism Scholarship Fellow, The Poynter Institute for Media Studies, 801 Third St. St. Petersburg, Florida 33701 USA Ph: 727-821-9400
E-mail: gsadam@poynter.org

- **Prof. Hans-Henrik Holm**

Jean Monnet Professor, Head of Department
Danish School of Journalism, Olof Palmes Alle 11 DK 8200 Aarhus N, Denmark,
Ph: +4589440321 E-mail: hhh@djh.dk

- **Magda Abu-Fadil**

Director, Journalism Training Program, Regional External Programs, American University of Beirut, P.O. Box 11-0236, Riad El Solh 1107 2020, Beirut, Lebanon

- **Prof. Rosental Calmon Alves**

Knight Chair in Journalism & UNESCO Chair in Communication, Director, Knight Center for Journalism in the Americas, University of Texas at Austin, School of Journalism, Austin, Texas 78712
rosentalves@mail.utexas.edu

- **Dr. Indrajit Banerjee**

Secretary-General, Asian Media Information and Communication Centre (AMIC) Jurong Point, P.O. Box 360 SINGAPORE 916412
Tel: (65) 6792 7570 Email: indrajit_banerjee@amic.org.sg

- **Dr Kwame Karikari**

Director, Media Foundation for West Africa
P.O. Box LG 730 Legon, Acra, Ghana mfwa@africaonline.com.gh

- **Prof Alfred E. Opubor**

COMED Working Group, Centre WANAD, BP 378, Cotonou, Benin
Email : alfredopubor@yahoo.com Tel : 229-90-047810; +229-97-181048

- **Mahalakshmi Jayaram**

Asian College of Journalism
Kasturi Centre, 124, Wallajah Road, Chennai – 600002
Telephone : 91-44-28418254/55 E-mail: mahalakshmi@asianmedia.org

People who reviewed an earlier draft of the document

1. Hussein Amin (American University in Cairo)
2. Ransford Antwi (Southern Africa Media Training Trust)
3. Lee B. Becker (James M. Cox Center for International Mass Communication Training and Research, University of Georgia)
4. Trevor Brown (Indiana University School of Journalism)
5. Marijan de Bruin (CARIMAC, University of the West Indies)
6. Nico Drok (Free University of Amsterdam)
7. Guo Zhongshi (Steve Guo) (Hong Kong Baptist University)
8. Tim Hamlett (Hong Kong Baptist University)
9. Kwame Karikari (University of Ghana & Media Foundation for West Africa)
10. Altafallah Khan (University of Pshawar)
11. Stjepan Malovic (Zagreb University & Dubrovnik University)
12. Michael McManus (Divine Word University, Papua New Guinea)
13. Sonia Virginia Moreira (Rio de Janeiro State University)
14. Evangelina Papoutsaki (Unitec, New Zealand)
15. John Pavlik (Rutgers University)

16. Silvia Pellegrini (Catholic University of Chile)
17. B.P. Sanjaya (University of Hyderabad, India)
18. Shah Jehan Sayed (Peshawar University, Pakistan)
19. Tudor Vlad (Romania, and the James M. Cox Center for International Mass Communication Training and Research, University of Georgia)
20. Ali Ziyati (Ajman University, United Arab Emirates)

Syllabus Writers

People assigned to write detailed course outlines (syllabuses)

1. Rosental Calmon Alves (University of Texas at Austin)
2. Robert Brand (Rhodes University, South Africa)
3. Antonio Brasil (State University of Rio de Janeiro)
4. Yvonne Chua (University of the Philippines)
5. Jorge Liotti (Universidad Catolica, Argentina)
6. Sonia Virginia Moreira (Rio de Janeiro State University)
7. Nalini Rajan (Asian College of Journalism, Chennai, India)
8. Sherry Ricchiardi (Indiana University)
9. Shah Jehan Sayed (Peshawar University, Pakistan)
10. Idowu Sobowale (Nigeria)
11. John Tulloch (Lincoln University, U.K.)
12. Martin Vestergaard (Danish School of Journalism)
13. Tudor Vlad (Romania, and the James M. Cox Center for International Mass Communication Training and Research, University of Georgia)
14. Stephen Ward (University of British Columbia)
15. Michael Cobden (University of King's College, Canada)
16. Stephen Ward (University of British Columbia)

UNESCO**Mr. Ramon Tuazon**

Ex-Consultant, UNESCO and Vice President
ASIAN INSTITUTE OF JOURNALISM AND COMMUNICATION
Unit 902 Annapolis Wilshire Plaza,
11 Annapolis St., Greenhills, San Juan, Metro Manila
Tel. 724-4604, 724-4564, 725-4227; E-mail: rrtuazon722@yahoo.com

Mr. Mogens Schmidt

Deputy Assistant Director-General for Communication and Information
UNESCO, 1, rue Miollis, Paris 75732 France
E-Mail: m.schmidt@unesco.org
Phone Work: 33.1 45 68 42 03

Mr. Wijayananda Jayaweera

Director, Communication Development Division
UNESCO, 1, rue Miollis, Paris 75732 France
E-Mail: w.jayaweera@unesco.org
Phone Work: +33.1 45 68 41 98

Ms. Mirta Lourenço

Chief, Media Capacity-Building Section
Communication Development Division
UNESCO, 1, rue Miollis 75732 Paris cedex 15
Tel.: + 33 (0)1 45 68 42 28
E-Mail: m.lourenco@unesco.org

Hara Prasad Padhy

Programme Specialist
UNESCO, 1, rue Miollis, Paris 75732 France
E-Mail: h.padhy@unesco.org
Phone: +33.1 45 68 44 55



UNESCO

Communication and Information Sector

1, rue Miollis

75732 Paris Cedex 15, France

For information contact h.padhy@unesco.org

www.unesco.org/webworld