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
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 (coordinator), 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-
BACCHALOUREATE 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)

**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.

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<tr>
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<th>First year</th>
<th>Second year</th>
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<tr>
<td>Journalism</td>
<td>30%</td>
<td>50%</td>
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<tr>
<td>Arts/science</td>
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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
though 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.

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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.

On numbers and science:

Recommended (for instructor and motivated students)

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**

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**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:


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

- 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:

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:
• 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


• *Madan, T.N., Modern myths, locked minds—secularism and fundamentalism in
India, Oxford University Press, 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.


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

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.

Week 4
Class 1: Country or region-specific gender issues from a post-colonial perspective.
Class 2: Group Analysis of chosen text

Week 5
Class 1: What is the ideology of racial discrimination? Is there a scientific rationale to racial discrimination?

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

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.

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.

Week 10
Class 1: What is multiculturalism, and how does it differ from pluralism?
Class 2: Group Analysis of chosen text

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

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:
- Bill Dedman, *Power Reporting*, http://powerreporting.com, resources and training in computer assisted reporting and editing.
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

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**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


A journalism stylebook

Supplementary materials and useful websites

• 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:
   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
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:
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
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:
   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:
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 2st 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/
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:
Protess’ (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:

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:
Protess’ (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

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:
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

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
Readings for next meeting:
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:
Readings on corruption in government

Week 11
1. Field Day

2. Final pre-writing consultation

Week 12
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 lecturers 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
- Roush, C. 2004. *Show me the money. Writing business and economics stories for*


**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**
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.
Week 6
Development journalism.

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.  

**Week 19**  
Financial markets: understanding debt markets.

**Week 20**  
Writing about bonds and government debt.  

**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.

**Week 27**
The role of international institutions: World Bank, International Monetary Fund, World Trade Organisation, aid agencies.

**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**

**Recommended**


**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.


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


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.

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


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

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**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

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
• 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/
• Media & Values No. 61 Available at: http://www.medialit.org/reading_room/article108.html
• Institute for War and Peace Reporting – http://www.iwpr.net
• Reporters sans frontières – http://www.rsf.org/
• The International News Safety Institute – http://www.newssafety.com/
• Transparency International – http://www.transparency.org/
• 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.

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.

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.

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
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 neccessary)

For required texts, please see schedule of classes.

• Fox, Elizabeth and Waisbord, Silvio (2002), *Latin Politics, Global Media*, University of Texas Press.
• Howard, Ross (2004), *Conflict Sensitive Journalism*. A Handbook. Available at:
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

Week 3

Week 4

Week 5

Week 6

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

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

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**

**Week 13**

**Week 14**

**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**
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**

**Week 18**

**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

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 an 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

Week 24

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

Week 26

Week 27

Week 28

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**
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](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](http://www.nieman.harvard.edu/reports/02-3NRfall/02-3NRfall.pdf)
• Website of the Science Journalism Research Group, University of British Columbia, at [http://www.sciencejournalism.net/](http://www.sciencejournalism.net/)

**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
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 Friedman (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 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
a. To help the students learn the conceptual or theoretical aspects of audio and audiovisual media.
b. To differentiate between print news and electronic media news and the techniques used in reporting and writing.
c. To enable students to use audio and video recorders and other related equipment.
d. To help students learn how to practice newsgathering and writing techniques for both broadcast media.
e. To involve students in practical exercises based on editing of audio and audio visual recordings.
f. 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:**
• 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
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 on MCQs 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; Musburger, 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: Musburger, 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 exercise .... attempting 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  

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  

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 Week 14: 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.
• 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.

**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**
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**
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


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?

Week 4

Week 5
Lectures: Protecting national security and public order.
Seminar: How do you define the national interest?
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
Seminar: Discuss the sub judice rule as it applies in your country.

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.

Week 9
Seminar: Should freedom of expression extend to pornography?
Readings for Week 10: Bussiek & Bussiek (2004) Tool Box 1, pp. 50 – 54
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?
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.

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?

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**

- Bivins, T.H. "A worksheet for ethics instruction and exercises in reason." Journalism Educator, 48 (2), 4-16, 1993


• Cunningham, Brent “Rethinking objectivity,” *Columbia Journalism Review* (July/August 2003), 24-32.


• Vander Meiden, Anne (Ed.) *Ethics and Mass Communication*. Utrecht, Netherlands; State University of Utrecht.


**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.

**Week 2**
History of Journalism ethics. Bias, impartiality, Ethnic, racial and cultural identities.

**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?


**Week 4**
Week 5

Week 6

Week 7

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**

**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**

**Week 15**

**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:
• Peter Gross (2002). Entangled Evolutions. Media and Democratization in Eastern
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
The relationship among media and their dynamics.
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
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.

Week 7
Seminar: Discussion of the potential impact of the information gap between young and old audiences and between urban and rural areas in emerging democracies

Week 8
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**
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.

**Week 12**
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.

**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.

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