

# Department of English (Journalism)

## SEMESTER-IV

[UG Programme for Bachelor in Journalism (Honours) degree in three years]

### DISCIPLINE SPECIFIC CORE COURSE 10- (DSC-10) : Conflict and War Reporting

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                | Credits | Credit distribution of the course |          |                     | Eligibility criteria          | Pre-requisite of the course (if any) |
|------------------------------------|---------|-----------------------------------|----------|---------------------|-------------------------------|--------------------------------------|
|                                    |         | Lecture                           | Tutorial | Practical/ Practice |                               |                                      |
| DSC 10: Conflict and War Reporting | 4       | 3                                 | 0        | 1                   | Passed Class XII with English | NIL                                  |

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To inculcate among students, an in-depth awareness of the difficulties involved in conflict reporting while keeping in mind ethical standards to their analysis of conflict reporting.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to apply a historical perspective to the media coverage of conflict and war reporting.

#### SYLLABUS OF DSC-10:

##### UNIT – I (15 hours)

##### Unit 1: Introduction

- Conflict Reporting and War Reportage: Concepts
- Information warfare and dominance
- Issues & Obstacles in war reporting
- Dimensions of War Coverage: Organizations and Reporters
- Working lives of War Correspondents
- Components and themes in war reporting, construction of 'enemy'
- Concept of 'hybrid war'

## **UNIT – II (15 hours)**

### **Unit II: Issues**

- Risks and Risk Management, Threats to personal safety
- Objectivity, Rationality and accuracy of media coverage
- Competing narratives & Viewpoints
- Cultural differences in reporting the war on terror
- Reporting from a foreign land (Challenges)

## **UNIT – III (15 hours)**

### **Unit III: Challenges and Ethical Concerns**

- Media Opinions and Advocacy
- Contemporary changes in warfare & Media environment
- Women in war reporting: discrimination, derogatory attitudes, sexual harassment
- News Media Visuals, Images of death spectacle
- Technological developments and its uses in war
- Digital Platforms, blogs, Twitter, chats

### **Practical component: (30 hours)**

Students are expected to do projects, critically examining the coverage of wars in each phase of development of the media. The students must submit write ups on the reporting of wars in the context of the limitations of technology in each phase of the

media beginning from the coverage from the era of print journalism to the present times. Debates and discussions will be held on the issues of conflict and the role of international bodies in the call for peace. They must write a critical report comparing the reportage of war on traditional/mainstream media with posts/reports on social media platforms of the Russian-Ukraine war and its implications on international politics and economy. The students can also do an analytical write up on the violent visuals and images of destruction of the Russo-Ukraine war.

### **Essential/recommended readings**

1. Harris, Janet and Kevin Williams. 2018. *Reporting War and Conflict*. Taylor and Francis.
2. Thussu, Daya Kishan and Des Freedman. 2003. *War and the Media*. Sage Publications.
3. Zelizer, Berbie and Stuart Allan. 2004. *Reporting War: Journalism in Wartime*. Routledge.

### **Suggestive readings:**

1. Armoudian, Maria. 2016. *Reporting from the Danger Zone: Frontline Journalists, Their Jobs and an Increasingly Perilous Future*. Introduction, Chapter Two & Conclusion
2. Wolfsfeld, Gadi. "Telling a Good Story." In *Making Sense of Media & Politics*. Routledge, 2011
3. Galtung, Johan, and Dietrich Fischer. 2013. "High road, low road: Charting the course for peace journalism." *Johan Galtung*. Springer Berlin Heidelberg. 95-102.  
[http://reference.sabinet.co.za/webx/access/electronic\\_journals/track2/track2\\_v7\\_n4\\_a4.htm](http://reference.sabinet.co.za/webx/access/electronic_journals/track2/track2_v7_n4_a4.htm)
4. Jakobsen, Peter Viggo. 2000. "Focus on the CNN Effect Misses the Point: The Real Media Impact on Conflict Management is Invisible and Indirect." *Journal of Peace Research*. Vol. 37, No. 2 (p. 131-143).

5. Lance Bennett: *When the Press Fails*. University of Chicago Press. Introduction, 2008
6. Cull, Nicholas. 2009. *Annals of the American Academy of Political and Social Science*. Vol. 616, Public Diplomacy in a Changing World (Mar., 2008), pp. 31-54.
7. Seib, Philip. 2010. "Transnational journalism, public diplomacy, and virtual states." *Journalism Studies* 5: 734-744.
8. Norris, Pippa, Montague Kern & Marion Just. "The Lessons of Framing Terrorism." In *Framing Terrorism*, 2004
9. Bolt, Neville. 2011. "Conclusion." *From The Violent Image.*, Columbia University Press.
10. Rutkin, Aviva. 2016. "Cyberwar becomes official." *New Scientist*.

### DISCIPLINE SPECIFIC CORE COURSE 11- (DSC-11) : Multimedia Journalism

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code           | Credits | Credit distribution of the course |          |                     | Eligibility criteria          | Pre-requisite of the course (if any) |
|-------------------------------|---------|-----------------------------------|----------|---------------------|-------------------------------|--------------------------------------|
|                               |         | Lecture                           | Tutorial | Practical/ Practice |                               |                                      |
| DSC 11: Multimedia Journalism | 4       | 3                                 | 0        | 1                   | Passed Class XII with English | NIL                                  |

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate students with the knowledge of multimedia and its contribution towards journalism. To help students adapt the contemporary practises of multi-media journalism and production.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to learn how to produce a personal website that showcases their work (also used as a digital portfolio throughout the major); produce a portfolio of photographs; produce an audio and video production; and produce a final multi-media project.

## SYLLABUS OF DSC-11:

### UNIT – I (15 hours)

#### UNIT I: Introduction to Multimedia

- Development of multimedia journalism
- Basics of Multi-media Journalism- features and elements
- Importance of multimedia skills in contemporary newsroom
- Writing and editing for online
- Interviewing for the web
- Developing content for multimedia publishing
- Online media law, ethics & multicultural sensitivity

### UNIT – II (15 hours)

#### UNIT II: Multimedia production

- Multimedia production process, multimedia newsroom function
- Online research, planning, sources, news gathering, storyboarding
- Developing website, website design, editing and publishing – Tools and Software

- New forms of journalism – blogs, social media, interactive stories, mobile journalism, citizen journalism, news application

### **UNIT – III (15 hours)**

#### **UNIT III: Packaging and integration**

- Basics on developing photos, audio and video production for online, Different forms and formats of online photo stories, Tools, techniques and software for photo editing
- Mobile Journalism- Learning how to shoot, edit and tell stories through mobile phones
- Social media as a tool of reporting and a distribution tool
- Concepts of multimedia narrative, packaging and multimedia documentary
- Social media integration – tools and techniques
- Social media optimization of content
- User Generated Content integration – forms and techniques

#### **Practical component: (30 hours)**

Multimedia journalism will involve practical participation of students by means of constantly pitching ideas and learning to align their ideas with a suitable medium across different online platforms. Class discussions on individual multimedia projects and team inputs from the teacher will help create a dynamic online newsroom for the duration of this course.

Teacher will impart knowledge of traditional (DSLRs) and emerging tools, including smartphones, and sharing multimedia storytelling fundamentals, especially creative photo and audio techniques.

Record Man on the Street Interviews, shooting feature videos and podcast using smartphones, story pitch review, writing for the web; expanding the idea of narrative; interviewing tips and techniques

Final project: Producing a multimedia package and making it live online

### **Essential/recommended readings-**

1. Christin, Anne-Marie, ed. *A History of Writing: From Hieroglyph to Multimedia*. Flammarion-Pere Castor, 2002.

2. Garrand, Timothy. *Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media*. CRC Press, 2006.

3. Korolenko, Michael. *Writing for Multimedia: A Guide and Source Book for the Digital Writer*. Pearson. 2005.

4. Savage, Terry Michael, and Karla E. Vogel. *An Introduction to Digital Multimedia*. Jones & Bartlett Publishers, 2013.

5. *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity*, Published by Corwin; 2013

6. *Video journalism: Multimedia Storytelling*, Routledge, 2017

### **Suggestive readings:**

1. Poynter Online Media Ethics Bibliography, 2002,

<https://www.poynter.org/archive/2002/media-ethics-bibliography/>

2. *The Principles of Multimedia Journalism: Packaging Digital News*, by Richard Hernandez, Jeremy Rue, 2015

3. *Aim for the Heart: Write, Shoot, Report and Produce for TV and Multimedia* by Al Tompkins, 2011

4. *Feature and Narrative Storytelling for Multimedia Journalists*, by Duy Linh Tu, 2015

5. *Journalism Next: A Practical Guide to Digital Reporting and Publishing* by Mark Briggs, 2009

[http://www.poynter.org/content/content\\_view.asp?id:1208](http://www.poynter.org/content/content_view.asp?id:1208)

6. Digital Natives (Produced by the Berkman Center for Internet and Society, Youth and Media Project)

<http://cyber.law.harvard.edu/research/youthandmedia/digitalnatives>

7. Press Ahead! A Teacher's Guide to Creating Student Newspapers

[http://www.naafoundation.org/docs/Foundation/teacher%27s\\_guide-4color.pdf](http://www.naafoundation.org/docs/Foundation/teacher%27s_guide-4color.pdf)

8. Journalist's Toolbox, Presented by the Society of Professional Journalists

<http://www.journaliststoolbox.org/>

### DISCIPLINE SPECIFIC CORE COURSE-12 (DSC-12) : Broadcast Production

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code          | Credits | Credit distribution of the course |          |                     | Eligibility criteria          | Pre-requisite of the course (if any) |
|------------------------------|---------|-----------------------------------|----------|---------------------|-------------------------------|--------------------------------------|
|                              |         | Lecture                           | Tutorial | Practical/ Practice |                               |                                      |
| DSC 12: Broadcast Production | 4       | 3                                 | 0        | 1                   | Passed Class XII with English | NIL                                  |

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate students with the knowledge of history of broadcasting models in India.
- To enable students to understand the basics of sound and visual grammar of diverse broadcast genres.

- To make the students adept at script writing and production for broadcast media

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to make TV News bulletins, documentaries and other programs.

### SYLLABUS OF DSC-12:

#### UNIT – I (15 hours)

##### Unit I: Broadcasting Models

- Public Service Model in India (Policy and laws)
- Global Overview of Public Service Broadcasting
- Private Broadcasting Model in India; Policy and Laws
- Structure, Functions and Working of a Broadcast Channel
- Public and Private partnership in television and Radio programming (India and Britain case studies)

#### UNIT – II (15 hours)

##### UNIT II: Broadcast Genres

- News, Interviews, Features
- Why am I the 'Idiot Box'? -Debates, Issues and Concerns of Television Genre
- Various Evolving Contemporary Television genres: Drama, soap opera, comedy, reality television, children's television, animation, prime time and day time

- Current and emerging trends of broadcast media: Audience effectiveness
- Use of social media by Radio & TV channels,
- Internet TV/ Radio and Mobile TV/Radio

### **UNIT – III (15 hours)**

#### **Unit III: Advanced Broadcast Production**

- Writing and Producing for Radio
- Public Service Advertisements
- Jingles
- Radio Magazine shows
- Music Video for social comment/as documentary
- Mixing ENG and EFP
- Reconstruction in News based Programming

#### **Practical component: (30 hours)**

Students will work in groups under the supervision of faculty member to produce news bulletins as a part of practical component of this course. They can also be encouraged to visit studios of leading news channels to understand the process of television news production thoroughly and familiarize themselves with the rapidly changing newsroom.

- Script writing
- Presentation of experimental genre in Radio/ TV
- Presentation about PSBT and similar organizations

- Script on Music Presentation
- Presentation of Commercial Channel functions.
- Presentation on global broadcasting models & Indian broadcasting models

**Essential/recommended readings:**

1. Bignell, Jonathan, Jeremy, Orlebar, and Patrica Holland, *The Television Handbook*, London: Routledge, 2005.
2. Chatterji, P.C., *Broadcasting in India*. New Delhi: Sage,1987.
3. Fleming, Carole, and Pete Wilby, *The Radio Handbook*, London: Routledge, 2002.
4. Orlebar, Jeremy, *The Practical Media Dictionary*, London: Arnold, 2003.
5. Page, David, and William Crawley, *Satellites over South Asia*, (1<sup>st</sup> edition), New Delhi: Sage Publications, 2001.

**Suggestive readings:**

1. Rajagopal, Arvind, *Politics after Television*, (1<sup>st</sup> Edition), Cambridge UK: Cambridge University Press, 2001.
2. Saksena, Gopal, *Television in India*, (1st Edition), New Delhi: Vikas Publication House, 1996.
3. Starkey, Guy, and Andrew Crisell, *Radio Journalism*, (1st edition), Los Angeles: Sage, 2009.
4. Thussu, Daya Kishan, *News as Entertainment*, (1<sup>st</sup>. edition), Thousand Oaks California: Sage, 2007.
5. Verma, and Adarsh Kumar, *Advanced Journalism*, (1st edition), New Delhi:

Har- Anand Publications,1993.

6. Baruah, U.L., *This is All India Radio*. (1<sup>st</sup> Edition), New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India, 1983.

7. Bhatt, S.C., *Satellite Invasion of India*, (1<sup>st</sup> Edition), New Delhi: Gyan Publication House, 1994.

8. Sabharwal, Tarjeet, *Satellite Television: An Impact on Social Participation*, Kanishka Publishers, 2008.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.