

**DEPARTMENT OF ENGLISH  
UNIVERSITY OF DELHI  
DELHI - 110007**



**Structure of B.A. Honours Journalism professional course (English)  
Under Learning Outcomes-based Curriculum Framework (LOCF) for  
Undergraduate Education**

**SEMESTER 1**

*(Core and Generic Elective Papers)*

*Syllabus applicable for students seeking admission to the B.A. Honours Journalism  
professional course (English) and under LOCF  
w.e.f. the academic year 2019-20*

## Structure of B.A. Honours Journalism Professional course (English) under LOCF

**Paper Titles** **Page**

### Core Papers Semester I

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| 1. Introduction to Journalism              | 2 |
| 2. Introduction to Media and Communication | 4 |

### Generic Elective Papers

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| 1. Basics of Journalism          | 6 |
| 2. Introduction to Media Studies | 7 |

SEM	CORE	SEC	DSE	GE
<b>I</b>	<b>C1</b> Introduction to Journalism <b>C2</b> Introduction to Media and Communication	-----	-----	<b>GE(Sem1)</b> <b>1.</b> Basics of Journalism <b>2.</b> Introduction to Media Studies

## SEMESTER I

### Introduction to Journalism

**Objective:** This paper introduces students to the basic concepts of journalistic writing and the process of transmission of news from the media organization to its readers. It also focuses on the aspects of good journalistic writing.

#### Unit I- Understanding News

Ingredients of news

News: meaning, definition, nature

The news process: from the event to the reader (how news is carried from event to reader)

Hard news vs. Soft news

Basic components of a news story

Attribution, on-record, off-the record, embargo,

Verification, balance, fairness, brevity, dateline, credit line and byline.

#### Unit II - Different forms of print-A historical Perspective

Yellow journalism

Penny press, tabloid press

Language of news- Robert Gunning: Principles of clear writing

Rudolf Flesch formula- skills to write news

### **Unit III - Understanding the structure and construction of news**

Organizing a news story, 5W's and 1H, Inverted pyramid

Criteria for news worthiness, principles of news selection

Use of archives, sources of news, use of internet

### **Unit IV – Different mediums-a comparison**

Language and principles of writing on different media platforms

Basic differences between the print, electronic and online journalism, Citizen Journalism

### **Unit V- Role of Media in a democracy**

Responsibility to Society

Press and Democracy

Contemporary debates and issues relating to media

Paid news

Ethics in journalism

**Projects:** Writing stories in the inverted pyramid format, identifying the news values in news stories of different newspapers, identifying the 5W's and 1 H in news stories, writing soft-news stories.

**Learning Outcome:** The students will be able to understand the nature of news and the process of news transmission to the readers. The paper will also enable them to write news stories and comprehend the role of the press in a democratic society.

**Teaching- Learning Process:** Lecture methods, Power point presentations, Special lectures by journalists, discussions and debates

**Assessment Method:** As per rules of the University of Delhi

**Key words:** Beats, inverted pyramid, hard news, soft news, yellow journalism, democracy

### **Essential Readings:**

Bruce D. Itule and Douglas A. Anderson. *News writing and reporting for today's media*; McGraw Hill Publication, 2000.

George Rodmann. *Mass Media in a Changing World*; Mcgraw Hill Publication, 2007.

Carole Flemming and Emma Hemmingway. *An Introduction to Journalism*; Vistaar Publications, 2006.

Richard Keeble. *The Newspaper's Handbook*; Routledge Publication, 2006.

### **Suggested Readings:**

M.L. Stein, Susan Paterno & R. Christopher Burnett. *News writer's Handbook: An Introduction to Journalism*; Blackwell Publishing, 2006

## **Introduction to Media and Communication**

**Objective:** The Course is designed to familiarize students with the concept of Mass communication as central to media practice. It will help them locate the very process in a long durée history of human communication, technological changes and the shifting contours of this process. It also helps them to abstract this process into models and theories. The module will introduce them to prominent theoretical paradigms in the discipline in its early years as well as its contemporary manifestations. The course is thus an introduction to theories of media and communication in its historical landscape

### **Unit I- Media and Everyday Life**

Mobile phones, Television, Twitter, Instagram  
The Internet □ discussion around media and everyday life  
Discussions around mediated and non mediated communication

### **Unit II - Communication and Mass Communication**

Forms of Communication, Levels of Communication  
Mass Communication and its Process  
Normative Theories of the Press  
Media and the Public Sphere

### **Unit III-Mass Communication and Effects Paradigm**

Direct Effects; Mass Society Theory, Propaganda  
Limited Effects; Individual Difference Theory, Personal Influence Theory  
Digital influencers in the contemporary world

### **Unit IV-Cultural Effects and the Emergence of an Alternative Paradigm**

Cultural Effects: Agenda Setting,  
Spiral of Silence, Cultivation Analysis  
Critique of the effects paradigm and emergence of alternative paradigm

### **Unit V-Four Models of Communication**

Four Models of Communication: transmission models, ritual or expressive models, publicity model, reception model

**Learning outcome:** The course will facilitate a deep understanding of the role and influence of the media in an individual's life. It will help the student to critically perceive the effects of the media use.

**Teaching-Learning Process:** The course should ideally help identify media's communicative potential through everyday examples such as mobile phone, television shows and other media use. It also will then help to think retrospectively of media use and its effects

through live and vibrant examples from everyday experience. The teacher should try to inculcate in class the ability to critically understand media use through class room discussions. With its strong historical references, assignments can potentially be imagined over a range of topics such as propaganda during Nazi era, Soviet Republic and other regimes, Cold war propaganda, agenda setting during election campaigns, digital influencers in new media and so on.

**Assessment Method:** As per rules of the University of Delhi.

**Keywords:** Communication, Mass Communication, Everyday technology, Effects, Paradigm, Agenda setting theory and process.

**Essential Readings:**

Michael Ruffner and Michael Burgoon, *Interpersonal Communication* (New York, Holt, Rinehart and Winston 1981, 21-34; 59-72

John Fiske, *Introduction to Communication Studies*, (Routledge 1982), pp 1-38

Dennis McQuail, *Mass Communication Theory*, (London, Sage, 2000), pp 1-11; 41-54; 121-133 (fourth Edition)

Baran and Davis, *Mass Communication Theory*, Indian Edition, (South West Coengage Learning, 2006) pages 42-64; 71-84; 148-153; 298-236

Kevin Williams, *Understanding Media Theory*, (2003), pp.168-188

**Suggested Readings :**

Robin Jeffrey, *Cell Phone Nation: How Mobile Phones have Revolutionized Business, Politics and Ordinary Life in India*. New Delhi: Hachette (2013)

Ravi Sundaram, *The Art of Rumour in the Age of Digital Reproduction*, *The Hindu*, August 19, 2012 <http://www.thehindu.com/news/national/the-art-of-rumour-in-the-age-of-digital-reproduction/article3792723.ece> (Unit 1)

Maya Ranganathan. "Commercial FM radio takes over Indian cities.", Ranganathan, Maya, and Usha M. Rodrigues. *Indian media in a globalised world*. SAGE Publications India, 2010.

Shreya Mitra, *The Show of the millennium: Screening the big money quiz show and the Bollywood Super star*, in Punathambekar, Aswin, and Shanti Kumar. "Television at large." *South Asian History and Culture* 3, no. 4 (2012): 483-490.

# **GENERIC ELECTIVE PAPERS**

## **SEMESTER I**

### **Basics of Journalism**

**Objective:** This paper will lead students to the fundamental understanding of journalism.

It has all the basic ingredients that prepare the foundation of journalism. It also aids to some of the objectives include, understanding the concept and history of journalism, learn the functions of news, gain insights on construction of news and recognize the different forms of journalism.

#### **Unit I- Understanding News**

Ingredients of news

News: meaning, definition, nature

The news process: from the event to the reader (how news is carried from event to reader) Hard news versus. Soft news, basic components of a news story

Attribution, embargo, verification, balance and fairness, brevity, dateline, credit line and byline.

#### **Unit II- Different forms of print-A historical perspective**

Yellow journalism

Penny press, tabloid press

Language of news- Robert Gunning: Principles of clear writing,

Rudolf Flesch formula- skills to write news

#### **Unit III- Understanding the structure and construction of news**

Organizing a news story, 5W's and 1H, Inverted pyramid

Criteria for news worthiness, principles of news selection

Use of archives, sources of news, use of internet

#### **Unit IV- Different mediums- A comparison**

Language and principles of writing

Basic differences between the print, electronic and online journalism

Citizen journalism

#### **Unit V-Role of media in a democracy**

Responsibility to Society

Press and Democracy

Contemporary debates and issues relating to media

Ethics in journalism

**Project:** Prepare a presentation on difference between Soft news and Hard news from the newspapers.

**Learning Outcome:** Students will understand the notion of Journalism and grasp the underlying factors that define the news. And they learn the process of structuring news formation.

**Teaching-Learning Process:** Lecture method, Videos, PowerPoint Presentations and Discussion

**Assessment method:** As per Delhi University Norms

**Keywords:** Basics of journalism, definition of news, press and democracy, ethics in journalism

**Essential Readings:**

Bruce D. Itule and Douglas A. Anderson. *News writing and reporting for today's media*; McGraw Hill Publication, 2000.

M.L. Stein, Susan Paterno & R. Christopher Burnett. *News writer's Handbook: An Introduction to Journalism*; Blackwell Publishing, 2006.

George Rodmann. *Mass Media in a Changing World*; McGraw Hill Publication, 2007.

Carole Flemming and Emma Hemmingway. *An Introduction to Journalism*; Vistaar Publications, 2006.

**Suggested readings**

Richard Keeble. *The Newspaper's Handbook*; Routledge Publication, 2006.

The Golden Age of the Newspaper. George H. Douglas. Greenwood Publishing Group, 1999 - Language Arts & Disciplines - 300 pages.

Media Ethics: Truth, Fairness, and Objectively 2nd Edition (English, Paperback, Paranjy Guha Thakurta)

Media, the State and Marginalisation: Tackling Challenges: Rachna Sharma: UK, Cambridge Scholars Publishing, (2018) (ed.)

## **Introduction to Media Studies**

**Objective:** The course is designed to familiarize students with the concept of Mass communication as central to media practice. It will help them locate the very process in a long durée history of human communication, technological changes and the shifting contours of this process. It also helps them to abstract this process into models and theories. The module will introduce them to prominent theoretical paradigms in the discipline in its early years as well as its contemporary manifestations. The course is thus an introduction to theories of media and communication in its historical landscape

## **Unit I-Communication and Mass Communication**

Levels of Communication  
Mass Communication and its Process  
Forms of Communication

## **Unit II-Models of Communication**

Transmission models  
Ritual or Expressive models  
Publicity Model  
Reception Model

## **Unit III-Mass Communication and Effects Paradigm**

Direct Effects: Mass Society Theory, Propaganda  
Limited Effects: Individual Difference Theory, Personal Influence Theory  
Public Opinion

## **Unit IV-Cultural Effects and the Emergence of an Alternative Paradigm**

Critique of the effects Paradigm and emergence of alternative paradigm  
Cultural Effects: Agenda Setting, Spiral of Silence  
Cultivation Analysis

## **Unit V-Media and the Everyday**

Media technologies and the everyday  
Media and Modernity  
Normative Theories of the Press  
Media and the Public Sphere

**Learning Outcome:** The students will be enabled to identify communication practices, their formative role in society, understand the relationship between media and democracy.

**Teaching-Learning Process:** The course should ideally help identify media's communicative potential through everyday examples such as mobile phone, television shows and other media use. It also will then help to think retrospectively of media use and its effects through live and vibrant examples from everyday experience.

The teacher should try to inculcate in class the ability to critically understand media use through class room discussions. With its strong historical references, assignments can potentially be imagined over a range of topics such as propaganda during Nazi era, Soviet Republic and other regimes, Cold war propaganda, agenda setting during election campaigns, digital influencers in new media and so on.

**Assessment Method:** As per Delhi University Rules



**Keywords:** Communication, Mass Communication, Everyday technology, Effects, Paradigm, Agenda Setting, Theory and Process.

**Essential Readings:**

Michael Ruffner and Michael Burgoon, *Interpersonal Communication* (New York, Holt, Rinehart and Winston 1981, 21-34; 59-72

John Fiske, *Introduction to Communication Studies*, (Routledge 1982), pp 1-38

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Kevin Williams, *Understanding Media Theory*, (2003), pp.168-188