

Ministry of Higher Education and Scientific Research
University of Algiers 3
Faculty of Information and Communication Sciences
Department of Information Sciences

وزارة التعليم العالي والبحث العلمي
جامعة الجزائر 3
كلية علوم الإعلام والاتصال
قسم علوم الإعلام



CURRICULUM FOR ENGLISH LANGUAGE

HANDOUTS DESIGNED FOR FIRST YEAR

COMMON CORE STUDENTS

SECOND SEMESTER

Degree: License

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PREFACE

English for Specific Purposes (ESP) plays an instrumental role in the development of student knowledge around Information and Communication Sciences. This syllabus is designed for first-year students in the second semester at the Faculty of Information and Communication Sciences. This module builds students' knowledge around the essential theoretical frameworks and concepts in the areas of communication and information, providing diverse means of practical application. Throughout the course, you will explore how media and journalism function within society, the evolving role of broadcast journalism, and the influence of technology on different forms of journalistic writing. This subject is equipped with state-of-the-art theoretical frameworks designed to help students build an insightful understanding of the relationship between media, communication and linguistics.

The first unit will introduce students to the genesis of journalism, by elaborating on the diachronic development of journalism across the world. The unit delves deep into ethics and principles of journalism. Students will analyse the importance of journalism in both professional and personal contexts, and identify potential barriers to effective communication. By the end of this unit, students will be able to distinguish between different forms of journalism: print, digital and broadcast written, and visual. Students are expected to be able to apply the theoretical concepts and understand their applications in on real-life events.

The second unit revolves around types of journalistic writing: news article, press release and feature story writing. Students will explore the key methods and examine their use in different media contexts.

In the third unit, students will gain understanding of newspaper writing. This unit will enable students to apply newspaper-writing techniques to compose newspapers by following the key elements when selecting and shaping events. Students will be able to identify and understand the core principles of newspaper writing by figuring out major components of a newspaper. They will be able to understand how newspaper helps in building public opinion, sharing credible information and utilizing the right to freedom of expression. Students are expected to master different types of newspaper such as tabloid, broadsheet, online editions and community papers.

DESCRIPTION

University of Algiers 3

Faculty: Information and Communication Sciences

Department: Information Sciences

Course Information

- Program: Licence Degree
- Type: Common Core Human Sciences
- Target Audience: First-Year Students
- Semester: Second
- Teaching Unit: Transversal
- Subject: English
- Coefficient: 1
- Credit Value: 1
- Class Timing: 1 hour 30 minutes per session
- Duration: 14 weeks

Teacher Details

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SYLLABUS LEARNING OUTCOMES

The English Language Programme aims to equip first-year students in the second semester with a state-of-the-art theoretical base in the areas of information and communication sciences. This ESP Course will solidify students' knowledge and comprehension around information and communication studies and develop an understanding of their roles in professional organisations, particularly in the domains of media and journalism.

By the end of the second semester, students will be able to:

- **L01: Understand the significance of journalism** and its influence on shaping public views, ideologies, and societal norms, through diverse means such as television, broadcasting and radio.
- **L02: Critically analyse ethical dilemmas** in mass media, by studying the core ethics of journalism such as journalistic integrity, fairness, accuracy and objectivity.
- **L03: Examine how media** helps in building public opinion, sharing credible information and utilizing the right to freedom of expression
- **L04: Differentiate between facts and opinions** by analysing diverse forms of journalistic writing such as news article, press release and feature story.
- **L05: Practically apply the theoretical concepts** learned to real-world scenarios, allowing students to recognize the role of media and journalism in both professional and personal contexts. By the end of the second semester, students will have mastered English language proficiently, developed critical thinking skills and a deeper understanding of how media and journalism play a dominant role in shaping public opinions and core values

SEMESTER SCHEDULE

Weeks	Lecture	Assessments	Learning outcomes
Week 1	<ul style="list-style-type: none"> - History of Journalism - Principles and Ethics of Journalism 	<ul style="list-style-type: none"> -Group discussions -Formation of 4 groups in class, each coming up with 3-4 newsworthy topics for better understanding. 	LO1, LO4
Week 2	<ul style="list-style-type: none"> - Broadcast Media and Regulation - Freedom of Expression 	<ul style="list-style-type: none"> -class participation -The previously formed group members will have case studies to analyse real-world scenarios of media dilemmas. 	LO1
Week 3	<p>Introduction to news article writing</p> <ol style="list-style-type: none"> 1. Choosing a newsworthy topic 2. Gathering information <p>-Explaining the requirements for the final assessment for this chapter.</p> <p>Continuation of the news article writing</p> <ol style="list-style-type: none"> 3. Write a Clear and Concise Headline 4. Compose a Lead 5. Organize the Body 6. Use codes 7. Provide Contact Information 	<ul style="list-style-type: none"> - Groups will write headlines of the newsworthy topics they had selected and one student from each group will present their headline to the class. -class discussions -discussion of the formative assessment and answering all the students ' questions related to the assignment. -assessing students' ability to write news articles 	LO1, LO4,LO5
Week 4	<p>-Feature story vs News story introduction</p> <ol style="list-style-type: none"> 1. Understanding the Essence of a Feature Story 2. Choose an Interesting Angle 	<ul style="list-style-type: none"> -pre-lecture discussion about the topic to gauge their knowledge and understanding about 	LO2, LO5

	3. Conduct Thorough Research 4. Humanize your story	the topic. -Asking students for examples of feature stories they have come across during the lecture.	
Week 5	-Continuation of Feature story 5. Create a Strong Lead 6. Structure Your Story 7. Use Descriptive Language 8. Incorporate Quotes and Anecdotes	-Submission of formative assessment.	LO2, LO5
Week 6	-Continuation of Feature story 9. Engage emotionally 10. Structure of a Feature Story	-Case study analysis of a feature story vs news article. -Assign in-class 5-mins quiz to assess the understanding of students of both the prior topics	LO2, LO5
Week 7	-Last lecture of the unit ‘how to write a news story, step-by-step guide’. 1. Organization 2. Lead 3. Facts and attributes	-in-class discussion of the topic. -discussion on the submitted formative assessment	LO3
Week 8	-Continuation of the last topic 4. Identification 5. short paragraphs 6. person 7. Headlines	-in-class quiz on the topic including the day’s material. -submission of the summative assessment	LO3
Week 9	Understanding Newspaper - Definition of Newspaper - Functions of Newspaper	in-class discussion of the topic. -discussion on the submitted formative assessment	LO1, LO2
Week 10	Types of Newspaper - Broadsheet - Tabloid - Local Vs. International News	Assign in-class 5-mins quiz to assess the understanding of students of both the prior topics	LO3
Week 11	Continuation of Newspaper - Public News - Private News	in-class quiz on the topic including the day’s material.	LO1, LO2

	- Specialized News		
Week 12	<p>Online Newspaper</p> <ul style="list-style-type: none"> - Definition of Newspaper - Types of Online Newspaper - Advantages and Challenges of Online Newspaper 	<p>in-class discussion of the topic.</p> <p>-discussion on the submitted formative assessment</p>	LO1, LO2
Week 13	REVISION	Revision of Taught Material	
Week 14	SUMMATIVE ASSESSMENTS	Taking final summative assessments in terms of final question papers, which will be accumulated for final grading.	

➤ **KEYWORDS**

- **Direct Instruction Method**

A teacher-centered approach where the instructor provides lectures and demonstrations of the topics to be taught.

- **Discussion Based Learning**

A student-centred strategy where students actively engage in discussions to build shared understanding.

- **Case Based Learning**

An instructional method where students examine real-world examples, solve problems and make decisions.

- **Collaborative Learning**

A student-centered strategy where students work in pairs or groups to complete tasks or solve problems.

- **Visual Classification Activity**

A learning strategy where students use visuals to structure and classify information.

- **Hands-on Exploration Activity**

An experiential learning method where students utilize real-life examples to build knowledge and curiosity.

CHAPTER ONE

UNDERSTANDING JOURNALISM: CORE PRINCIPLES AND FORMS

This chapter introduces students to the foundational concepts of journalism, outlining its epistemology, history, key elements, and theoretical frameworks. It delves into the potential significance of journalism in media studies, while highlighting its role in shaping public trust and democratic values. The chapter further explore diverse forms of journalism including print, online and broadcast journalism. This chapter puts emphasis on teaching students the core ethics and principles of journalism, which are *truth, accuracy, fairness, independence, and accountability*. Students will understand and practice the role of journalism as a profession as well as a vital institution for the empowerment of society.

UNIT 01

PRINCIPLES OF JOURNALISM

By the end of this unit, learners will be able to practice *journalistic integrity and ethics* by applying its concepts when selecting and shaping newsworthy stories. To meet the end goal, the core objectives are as follows:

- *Define and explain core principles of journalism* by elaborating on the laws and ethics of journalistic integrity.
- *Understand the role of a journalist* and their right to freedom of expression.
- *Analyse the role of a journalist* by critically evaluating and verifying sources of information.
- *Differentiate between facts and opinions* by drafting stories reflecting accuracy, clarity and fairness.

1.1. Understanding History of Journalism



➤ TEACHING AND LEARNING STRATEGIES

Following a Direct Instruction Method, the instructor will teach major eras of journalism via a concise lecture supplemented with visuals. Through a Discussion-Based Learning, the instructor will engage students in class discussion to foster evaluative thinking. Followed by explicit vocabulary instruction, the instructor will introduce a curated list of topic-specific vocabulary, which will reinforce understanding and assist students in retaining vocabulary permanently.

➤ **WARM-UP**

- Engage students in understanding history of journalism.
- Prompt students to reflect on how journalism emerged.
- Stimulate curiosity if they know how principles of journalism were legalized.

➤ **LEARNING OUTCOMES**

- Students will be able to analyse the socio-political and cultural factors which influenced the development of journalism.
- Students will be able to evaluate critically the emergence and progress of journalism.
- Students will be able to identify key milestones achieved in the history of journalism.

➤ **SUPPLEMENTARY MATERIAL**

- Printed lecture handouts;
- Educational video: https://youtu.be/Mf6nAx_sUwg?si=YQPBMJ4Obs6-tRTP

➤ LECTURE

1. HISTORY OF JOURNALISM PRE-1960

1.1. Ancient Civilizations:

Information transformation and news sharing with a broader community dates back to ancient civilizations. The official announcements of news in the ancient times, Egypt and Rome, were often carved into stone tablets or recorded on papyrus scrolls. In addition, Scribes and town criers were instrumental in disseminating news and important information. The announcements of news were made through town criers in public places to reach a wide audience.

1.2. Ancient China:

China is considered to have one of the earliest known newspapers, known as the "Dibao". It was published during the Han Dynasty (206 BC - 220 AD) time period. Such publications had contained government announcements and news.

1.3. Gazettes and Handwritten Manuscripts:

During the medieval time period in Europe, handwritten newsletters and gazettes, known as "avvisi" or "relations" were generally distributed among the elite. These newspapers had contained information and news about the political, economic, and military circumstances.

1.4. The Invention of the Printing Press:

Since the inception of the printing press by Johannes Gutenberg in the mid-15th century, the dissemination of information was revolutionized. Mass production of books and pamphlets was therefore enabled, thus making written information more accessible to a broader audience.

1.5. Censorship and Licensing:

Newspapers had also faced frequent challenges. Many of the early newspapers had gone through government censorship and licensing restrictions. The purpose of government censorship was to seek control of the content of newspapers, therefore, preventing criticism and unrest.

1.6. The Emergence of Public Opinion:

With the progress of journalism, it played a crucial role in building public opinion. Publications such as "Publick Occurrences Both Forreign and Domestick" (1690) in colonial America helped in shaping public discourse and debate.

1.7. Colonial and Revolutionary Newspapers (18th Century):

The American colonies had witnessed the pivotal role of newspapers during the 18th century. The publications of numerous newspapers, such as "The Pennsylvania Gazette" by Benjamin Franklin served as an influential source of news and political commentary. Certainly, newspapers had been instrumental in publicizing revolutionary ideas during the American Revolution.

2. Penny Press and Mass Circulation (19th Century):

The 19th century time period had seen the rise of the penny press, which centred on the feasibility of newspapers by making them affordable to the general public. Newspapers like "The New York Sun" or "The New York Herald" were the first

ones to inculcate sensationalism and human interest stories to boost distribution and dissemination.

2.1. Yellow Journalism and Investigative Reporting (Late 19th Century):

Yellow journalism, popular for its sensationalism and exaggeration, had been popularized by newspapers like "The New York Journal" and "The New York World." However, this era was evidently marked by the beginning of investigative journalism with exposures by reporters such as Nellie Bly and Ida Tarbell.

2.2. Wire Services and Global Coverage (19th-20th Century):

The founding of wire services like the Associated Press (AP) in the 19th century had made instant progress in the distribution of news, allowing newspapers to share stories from across the globe. This consequently contributed to the globalization of journalism.

2.3. Radio and Television (20th Century):

The 20th century had witnessed the inception of broadcast journalism with the development of radio and television. Edward R. Murrow and Walter Cronkite were the pioneers who became household names in journalism during the 20th century.

2.4. Digital and Online Media (Late 20th Century to Present):

Digital revolution became dominant in the late 20th century, with the rise of online news websites drifting away from the print newspaper culture. The 21st century has seen the advent of social media culture, citizen journalism, and the challenges of navigating the digital age.

2.5. Challenges and Ethics:

Journalism has weighed its pros and cons. It also faced crucial challenges, such as issues related to ethics and sensationalism. The ongoing concerns about the spread of misinformation continues to face threats until modern date. For this purpose, ethical considerations and responsible reporting remain integral basics of modern journalism.

➤ HISTORY OF JOURNALISM-SPECIFIC VOCABULARY

In this section, I provide a list of primary terminologies related to the first chapter, history of journalism. These terminologies are relevant for building schema on the genesis of journalism. Students are expected to have memorized the key terms and their definitions. They are also expected to utilize them in post-lesson classroom activities.

Term	Definition	Historical Significance
Gazette	An early type of newspaper usually published weekly, containing official news and announcements.	Among the first regularly published news formats in Europe (17th century).
Penny Press	Cheap, mass-produced newspapers sold for one cent in the 1830s.	Made news accessible to the working class and expanded readership.
Yellow Journalism	Sensational, exaggerated, and often unethical reporting focused on attracting readers.	Dominated U.S. press in the late 19th century; associated with Hearst & Pulitzer rivalry.
Muckraking	Investigative journalism exposing corruption, scandals, and social injustices (early 20th century).	Played a major role in reforms during the Progressive Era in the U.S.
Partisan Press	Newspapers that openly supported political parties or factions.	Common in the 18th–19th centuries, shaping public opinion and political debate.
Fourth Estate	A metaphor describing journalism as an independent societal power that monitors government and institutions.	Highlights journalism’s watchdog role in democracy.
Byline	The line in a newspaper article that names the journalist who wrote it.	Emerged in the late 19th–early 20th centuries, signifying accountability.
Wire Services	News agencies that supply syndicated news reports to multiple media outlets (e.g., Reuters, AP).	Revolutionized speed and global reach of news in the 19th century.
Broadcast Journalism	News reporting via radio and television.	Transformed news delivery in the 20th century, making it immediate and visual.
New Journalism	A literary style of reporting in the 1960s–70s blending factual reporting with narrative techniques.	Pioneered by writers like Tom Wolfe and Truman Capote.
Citizen Journalism	News content produced by non-professional individuals, often via digital platforms and social media.	Became prominent in the 21st century, especially during protests and crises.

Figure 1: Key terminologies used in history of journalism

➤ EVALUATION AND ASSESSMENT

In this section, I provide post-lesson classroom activities, which are instrumental in retaining information and knowledge on the current subject. Activity 01 and Activity 02 serve as formative assessments as they allow the instructor to examine student’s understanding of history of journalism. These activities will allow the instructor to get feedback before any summative evaluation.

➤ Activity 01: Timeline Creation

Timeline creation is a collaborative visual activity in which students will be asked to create a chronological timeline of milestones achieved in each era of newspaper development. This can be an engaging activity in which students combine multiple images and graphics to compare and contrast how news was disseminated then and now.

Evaluation criterion will be based on: *Historical knowledge recall – ability to summarize – clarity of comparison.*

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Historical Accuracy	All key events correct & precise	Minor inaccuracies	Some inaccuracies	Many inaccuracies/missing
Chronological Order	Fully accurate sequencing	Mostly correct	Partially correct	Disordered
Coverage of Eras	Comprehensive coverage across eras	Covers most eras	Limited coverage	Fragmented
Visual Integration	Visuals enhance understanding	Visuals used adequately	Minimal visuals	No visuals
Comparative Insight	Clear comparison of past vs present	Some comparison	Vague or brief comparison	No comparison
Collaboration	Teamwork smooth & equitable	Mostly collaborative	Unequal participation	Lacks teamwork

Figure 2: Rubric for Formative Assessment-Timeline Creation

➤ **Activity 02: Discussion and Debate**

Discussion and debate is a crucial classroom activity for developing critical thinking. Students will be divided into groups, each one is assigned an era of journalism. The groups can also be divided into two: one representing historical journalism, the other represents modern digital journalism.

Each group will then be asked to present the strengths and challenges of the respective era. The debate will end by answering the following question:
Which principles remained and which have changed?

Evaluation criterion will be based on: *Critical thinking – communication and argument – reasoning and dialogue.*

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Argument Clarity	Clear, persuasive, well-structured	Mostly clear	Weak or unclear at times	Unclear or incoherent
Use of Evidence	Strong historical & contemporary evidence	Some evidence used	Weak evidence	No evidence
Comparative Analysis	Deep analysis of eras	Some comparison	Minimal comparison	No comparison
Critical Thinking	Evaluates principles & challenges	Shows understanding	Limited interpretation	No critical thinking
Communication Skills	Confident, respectful, coherent	Clear but uneven	Hesitant or unclear	Inaudible/unclear
Collaboration & Turn-Taking	Shared participation	Mostly balanced	Uneven participation	Dominated or disengaged
Final Question Response	Insightful & reflective	Adequate answer	Surface-level	No meaningful response

Figure 3: Rubric for Formative Assessment-Debate and Discussion

1.2. Principles and Ethics of Journalism



➤ TEACHING AND LEARNING STRATEGIES

Teaching and learning principles and ethics of journalism requires sufficient understanding of conceptual frameworks as well as real-world scenarios for students to assess and evaluate. Following a Direct Instruction Method, the instructor will introduce core principles through a prepared lecture. Through a Case-based Learning, students will examine real-world examples of ethical dilemmas in journalism such as news fabrication and sensationalism. Followed by explicit vocabulary, the instructor will introduce a curated list of topic-specific vocabulary which will reinforce understanding and assist students in retaining vocabulary related to principles and ethics of journalism permanently.

➤ **WARM-UP**

- Engage students in understanding principles of journalism.
- Prompt students to reflect on ethical dilemmas in journalism.
- Inquire if they know how laws of journalism became legalized.

➤ **LEARNING OUTCOMES**

- Students will be able to critically evaluate principles and ethics of journalism
- Students will be fully aware of how and why laws and key principles of journalism emerged.
- Students will be able to examine real-world scenarios of ethical dilemmas in journalism.

➤ **SUPPLEMENTARY MATERIAL**

- Printed Lecture Handouts;
- Educational Video: <https://youtu.be/uNidQHk5SZs?si=pQaKgEfs9-Q0yMNM>

➤ LECTURE

1. Importance of Journalism

Journalism has played an instrumental role in democratic societies. Purposefully, it helps in disseminating information and enabling the shaping of public opinion. Therefore, it supplies voters with the relevant information, which they required to make informed public choices, for instance, in making an aware voting choice in during election campaigns.

‘Freedom of speech’, defined that people are rightly allowed to freely express their views and opinions, and to question or criticize the government - is made possible by a free, independent media. Media, therefore, serves an important platform to provide investigative reports, debates, critical discussions, backgrounds and analyses, as well as news stories.

More importantly, journalism acts as a public ‘watchdog’ to reconnoiter the ongoing economic-political affairs in order to confirm that politicians follow voters’ wishes, and that no such abuse of power position could take place.

A free press is crucial in media to help reporters share information freely and truthfully. This does not allow any important information to remain concealed and voters would never be kept in the dark. Equally significant, if the media was not permitted to share open and free discussions, public views and concerns of ordinary people might not be heard.

2. Principles of Ethical Journalism

Ethical journalism acts as a primary source to scrutinize responsible and trustworthy media practices. Following ethical principles of journalism, it ensures that journalists follow the decorum by maintaining integrity,

accuracy, and fairness in their reporting. This allows the nurturing of public trust and confidence in the media. In this section, we explore the fundamental principles of ethical journalism and how they impact today's media landscape.

2.1. Accuracy: accuracy is a fundamental principle of journalism. Journalists are strictly obliged to provide accurate and factual information. Reporters have to first verify their sources of information and facts to ensure that what they present to the public is honest and unbiased. Reporting facts as they are and verifying the accuracy of their sources should not be compromised, In addition, cross-checking information before publication is also an integral part of accuracy. Inaccurate reporting or misleading bias may lead to misinformation and erode public trust in the media. By making accuracy a priority, journalists uphold the integrity of their profession and source the public with truthful information which they can trust.

2.2. Objectivity: Objectivity remains a fundamental principle of journalism. Journalists are obliged to be impartial and avoid subjectivity in the stories they cover. It is required from journalists to present multiple perspectives, provided if they are shared honestly and truthfully. This allows the audience to form its own opinions on the subject matter.

2.3. Fairness: Fairness and impartiality are fundamental principles which foster balanced and objective reporting. Journalists are obliged to present all sides of a story, and this entails voicing diverse perspectives and eroding bias or prejudice. Fair and impartial reporting helps in nurturing an informed public debate and allows the audience to build their opinions based on a comprehensive and truthful understanding of the issues at hand. By maintaining the decorum of fairness and impartiality,

journalists sustain the principles of democracy. This contributes to promoting a healthy media ecosystem. Unprejudiced reporting means that all individuals and groups taking part in the story must be treated with equity and respect. Journalists are strictly prohibited to promote any form of discriminations, stereotyping, or sensationalism.

2.4. Independence: Outside sources can hinder the flow of reliable information. Journalists are strictly prohibited to come under any form of influence whether political, commercial, or personal. Independence is a key principle in journalism to maintain the integrity of news reporting. In fact, independence is a core principle of ethical journalism. Journalists are obliged to remain independent from any outside influences, including advertisers, political parties, and other vested interests. With independence in hand, journalists can report stories without being influenced by any external factor or any means of fear or favor, and they can hold those in power position accountable. They are therefore serving as watchdogs for the public interest. Independence allows journalists to preserve the integrity and credibility of their reporting, which is essential for safeguarding the democratic function of the media.

2.5. Transparency: Transparency is a crucial principle in ethical journalism. Journalists should be open about their methods and techniques, sources, and potential conflicts of interest. Transparency allows journalists build trust with the audience.

2.6. Accountability: Accountability is a crucial principle that holds journalists responsible for any means of shared information. Journalists are obliged to be transparent about their methods and processes, acknowledging and promptly correcting any form of occurred glitch in case of occurrence. Accountability builds trust between journalists and

their audience, demonstrating a commitment to accuracy and integrity. When journalists hold themselves accountable, they maintain credibility and demonstrate their commitment to ethical journalism. Journalists and media organizations are always held accountable for their reporting. In case of any error discovered, corrections should be made promptly. In addition, mechanisms should always be in place to address complaints and concerns from the public.

- 2.7. Timeliness:** A prompt delivery of news is defined as timeliness. Journalists are obliged to report news as they happen or as soon as relevant information is readily available.
- 2.8. Relevance:** Journalists should select news and reports based on their importance and relevance to the audience. Journalists should consider the public interest when deciding what to cover.
- 2.9. Balance:** Balance means that journalists should provide fair coverage to different sides of the event being covered; even when there is a chance of presenting conflicting viewpoints. It gives the audience the exposure to form a well-rounded understanding of the subject.
- 2.10. Public Service:** Journalism serves the public interest by disseminating information which is empowering to individuals and communities. This principle reinforces the idea that journalism is not just a business but it is also a service to society.
- 2.11. Respect for Human Rights:** Journalists should respect human rights, which means that they should take into account freedom of expression, and are obliged to refrain from inciting violence, discrimination, or harm to individuals or groups.
- 2.12. Legal and Ethical Boundaries:** Journalists are obliged to follow the decorum of the law and adhere to ethical guidelines. They must be aware

of legal restrictions, such as libel and defamation laws, while upholding the principles of journalism.

➤ ETHICS AND PRINCIPLES OF JOURNALISM SPECIFIC VOCABULARY

In this section, I provide a list of primary terminologies related to the first chapter, ethics of journalism. These terminologies are relevant for building schema on principles of journalism. Students are expected to have memorized the key terms and their definitions. They are also expected to utilize them in post-lesson classroom activities.

Term	Definition
Accountability	A journalist's responsibility to answer for their actions, decisions, and published work before the public, peers, and professional bodies.
Accuracy	Commitment to reporting facts correctly, without distortion or omission.
Anonymity	Withholding the identity of a source to protect their safety, privacy, or credibility, used only when essential.
Bias	A journalist's prejudice or inclination that can influence the fairness and balance of reporting.
Censorship	Suppression or control of information by authorities, organizations, or media owners, restricting freedom of the press.
Conflict of Interest	A situation where personal, financial, or political interests may compromise journalistic independence or objectivity.
Confidentiality	Ethical obligation to protect sources who share sensitive information under the promise of secrecy.
Corrections	Public acknowledgement and rectification of factual errors in published reports.
Defamation	Publishing false information that harms the reputation of individuals or organizations.
Editorial Independence	The ability of journalists and editors to make content decisions free from political, commercial, or personal pressure.
Fairness	Giving all relevant sides of a story an opportunity to be heard without favoritism.
Freedom of the Press	The right of journalists to publish news and opinions without interference or fear of punishment.
Harm Principle	Ethical guideline urging journalists to consider whether publication might cause unnecessary harm to individuals or society.
Impartiality	Reporting without taking sides, ensuring neutrality in the coverage of issues.
Integrity	Upholding honesty, transparency, and professional principles in reporting.
Libel	Written defamation; publishing false statements that damage someone's reputation.
Objectivity	Striving to report facts and perspectives without personal opinions or emotional influence.
Plagiarism	Using someone else's words, ideas, or work without proper credit, violating both ethics and copyright law.
Privacy	Respecting the personal life of individuals and avoiding intrusion unless there is a compelling public interest.
Public Interest	Justification for reporting information that serves society's need for knowledge, even if it invades privacy or challenges authority.

Figure 4: Key terminologies used in ethics of journalism

➤ EVALUATION AND ASSESSMENT

In this section, I provide post-lesson classroom activities, which are instrumental in retaining information and knowledge on the current subject. Activity 01 serves as a formative assessment as it allows the instructor to examine student’s understanding of principles and ethics of journalism. This activity will allow the instructor to get feedback before any summative evaluation.

Activity 01: Case Study Ethical Judgement

Case study is a collaborative activity in which students will be asked to analyse a short ethical case or a news controversy. Students will be asked to figure out the ethical principles at stake. This can be an engaging activity in which students utilize critical thinking skills to assess and analyse ethical scenarios.

Evaluation criterion will be based on: *Conceptual understanding – critical thinking and media literacy– research and evidence.*

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Understanding of Ethical Principles	Demonstrates strong understanding of journalistic ethics.	Shows clear understanding with minor inaccuracies.	Basic understanding; explanations vague or partially correct.	Minimal understanding; major gaps or incorrect explanations.
Application to Ethical Scenarios	Applies ethical principles effectively.	Applies principles adequately with some justification.	Attempts application but reasoning unclear or inconsistent.	Unable to apply ethical principles; reasoning absent.
Communication	Ideas are communicated clearly, cohesively, and use appropriate journalistic terminology.	Mostly clear communication with minor errors.	Some clarity but lacks structure or terminology.	Unclear communication or incorrect use of terms.

Figure 5: Assessment Rubric for Ethics of Journalism

1.3. Broadcast Media and Regulation



► TEACHING AND LEARNING STRATEGIES

Teaching and learning broadcast media and regulation requires sufficient understanding of conceptual frameworks of regulatory bodies and policies which govern broadcast media. Following a Direct Instruction Method, the instructor will introduce core ideas through a prepared lecture. Through a Case Study Analysis, students will examine real-world examples of media violations. Followed by explicit vocabulary, the instructor will introduce a curated list of topic-specific

vocabulary which will reinforce understanding and assist students in retaining vocabulary related to broadcast media.

➤ **WARM-UP**

- Engage students in understanding principles of broadcast media.
- Prompt students to reflect on the importance of media regulation.

➤ **LEARNING OUTCOMES**

- Students will be able to critically evaluate broadcast media.
- Students will be fully aware of how and why media laws and regulations were systematized.
- Students will be able to examine real-world scenarios of regulatory cases and media violations.

➤ **SUPPLEMENTARY MATERIAL**

- Printed Lecture Handouts;
- Educational Video: https://youtu.be/f6LKl4RKIew?si=JfzYFX9J_KvmFtga

➤ LECTURE

Broadcast media is one of the most instrumental means of transmitting information. It is divided into two categories: *public service broadcasting*, which is delivered by corporations such as the BBC. The second is *commercial broadcasting* (produced by private media companies such as ITV).

Public service broadcasters, such as BBC, are typically funded by license fees paid for those who watch live television, and therefore do not possess any private holders. On the other hand, private media companies are owned by individuals, families or even *shareholders*. These media companies, typically commercial, often produce both broadcast and print media, for profit purposes.

Both of public service broadcasters as well as private ones are scrutinized by a regulator known as Ofcom (Office of Communications). It was set up under the Communications Act 2003. The act navigates broadcast journalists who are obliged to follow the ethical guidelines set out in the Ofcom Broadcasting Code. In case of arising complaints against broadcast journalists, the Ofcom deals with it.

On the contrary, newspaper journalists have no legal regulator like Ofcom. They typically are run by ethical codes such as the Editors' Code of Practice and the National Union of Journalists (NUJ) Code of Conduct.

1.1.1 Legal and ethical issues

Journalists are strictly obliged to consider all legal and ethical issues when writing a story or reporting an event.

Laws are set to restrict journalists from reporting events that could be damaging or harmful for other people or organizations. Ethics in media typically ensures that media practices are done ethically and morally right.

1.1.1.1 Ethical issues

Journalists are obliged to follow codes of conduct, which set out positive and ethical practice. The ethical practices detailed in the codes includes:

- To make sure sources are double-checked;
- To give the right of ‘right of reply’ to those being criticized;
- To make sure privacy is not hindered, particularly in times of grief, illness or shock;
- To ensure the protection of the vulnerable, such as children or old people;
- To ensure no subterfuge are being used, e.g. such as hidden recording devices;
- Journalists may be allowed to *breach* these guidelines only in cases of overwhelming public interest or the arousal of a sensitive event.

Public interest includes:

- Exposing crime or detecting any serious *impropriety*.
- Protecting public health and safety.
- Preventing the public from being misled by an action or statement of an individual or organization.

1.1.1.2 Using secretly recorded audio or video in a story

Journalistic codes of conduct only allow the use of secret recording when necessary – if the story cannot be covered by any other means - and only if it is in the public interest. For such purposes, covert or secret methods of coverage can be used to expose wrongdoing. In the graph below, you can see a BBC Panorama undercover investigating abuse at a care home which ended up prosecuting 11 care workers.



➤ **BROADCAST MEDIA AND REGULATION SPECIFIC VOCABULARY**

In this section, I provide a list of primary terminologies related to broadcast media and regulation. These terminologies are relevant for building schema on broadcast media. Students are expected to have memorized the key terms and their definitions. They are also expected to utilize them in post-lesson classroom activities.

Term	Definition	Relevance in Journalism
Accuracy	Reporting facts correctly without distortion or error.	Core principle; ensures credibility and trust.
Objectivity	Presenting information fairly and impartially, without personal bias.	Maintains neutrality and public confidence.
Fairness	Giving all sides of a story an opportunity to be heard	Upholds balance and ethical reporting.
Accountability	A journalist's responsibility to the public for their work and errors.	Builds transparency and integrity.
Verification	Process of checking facts, sources, and data before publishing.	Prevents misinformation and errors.
Balance	Providing proportionate coverage of different perspectives.	Ensures diverse viewpoints are represented
Bias	Favoritism or prejudice in reporting that skews facts or perspectives.	Journalists aim to minimize bias.
Ethics	Professional standards guiding what is right and responsible in reporting.	Protects the public interest and journalistic integrity.
Transparency	Openness about methods, sources, and potential conflicts of interest.	Enhances audience trust.
Watchdog Role	Journalism's duty to monitor those in power and hold them accountable.	Safeguards democracy and public interests.
Newsworthiness	Criteria that determine whether an event or issue deserves coverage (timeliness, relevance, impact, etc.).	Guides editorial choices.
Confidentiality	Protecting the identity of sources when disclosure could cause harm.	Encourages whistleblowing and protects informants.
Plagiarism	Presenting someone else's work or words as one's own.	Violates ethics and undermines credibility.
Freedom of the Press	The right to publish information without censorship or undue restriction.	Fundamental for independent journalism.

Figure 6: Vocabulary List for Broadcasting

➤ EVALUATION AND ASSESSMENT

In this section, I provide post-lesson classroom activities, which are instrumental in retaining information and knowledge on the current subject. Activity 01 serves as a formative assessment as it allows the instructor to examine student’s understanding of broadcast media. This activity will allow the instructor to get feedback before any summative evaluation.

Activity 01: News Bulletin Stimulation

News bulletin stimulation is a collaborative activity in which students will be asked to work in small groups to produce a 2-3 minute TV news bulletin. This can be an engaging activity in which students take the role of anchor, reporter or editor.

Evaluation criterion will be based on: *Conceptual understanding – critical thinking and analysis– communication and presentation.*

Criteria	Excellent	Satisfactory	Needs Improvement
Understanding	Accurate and clear understanding of broadcast regulation concepts.	Partial understanding with minor gaps.	Limited or inaccurate understanding.
Application	Effectively applies principles to scenarios with logical justification.	Attempts application with basic reasoning.	Unable to apply concepts or justify decisions.
Communication	Clear expression with correct terminology.	Generally clear; limited terminology.	Unclear communication; terminology absent.

Figure 7: Assessment Rubric for Broadcast Media

1.4. Freedom of Expression in Journalism



➤ TEACHING AND LEARNING STRATEGIES

Teaching and learning freedom of expression requires sufficient understanding of conceptual frameworks as well as real-world scenarios for students to assess and evaluate. Following a Direct Instruction Method, the instructor will introduce core principles through a prepared lecture. Through a Case-based Learning, students will examine real-world examples of freedom of expression in journalism such as protests. Followed by explicit vocabulary, the instructor will introduce a curated

list of topic-specific vocabulary which will reinforce understanding and assist students in retaining vocabulary related to freedom of expression permanently.

➤ **WARM-UP**

- Engage students in understanding freedom of expression.
- Ask students if they know how freedom of expression emerged.
- Inquire if they know how freedom of expression became legalized.

➤ **LEARNING OUTCOME**

- Students will be able to define freedom of expression and its ethical dilemmas.
- Students will be able to explain the need for freedom of expression in democratic societies specifically in the domain of journalism.

➤ **SUPPLEMENTARY MATERIAL**

- Printed Lecture Handouts;
- Educational Video:

<https://youtu.be/499FWnBDveU?si=2UxnIGOdRtyTxwXR>

➤ LECTURE

Freedom of expression in journalism means that the journalist has the **right to report, publish, and share information, opinions, and ideas without any interference** from governments, corporations, or other powerful groups. According to the **human rights principles**, (Article 19 of the Universal Declaration of Human Rights) freedom of expression is considered a cornerstone of **press freedom**.

In practice, it means that journalists can:

- Investigate or report on issues of public interest.
- Share opinions on governments, institutions, or individuals.
- Can hold diverse perspectives, even if they are unpopular.
- Do their job without fear of intimidation, harassment, or imprisonment.

➤ WHY IS FREEDOM OF EXPRESSION IMPORTANT IN JOURNALISM?

1. Supports Democracy

- This allows the citizens to have access to correct, diverse, and critical information.
- It also allows people make informed decisions in elections and civic life.

2. It Holds Power Accountable

- Journalists act as watchdogs, who can expose corruption, abuse of power, and injustice.
- If this freedom was not allowed, those in authority could silence criticism and hide wrongdoing.

3. It Promotes Transparency

- It helps in trust-building between the public and institutions by making decision-making processes transparent.

4. Encourages Diversity of Voices

- It voices the marginalized communities, minorities and activists so that they can share their points of view which might otherwise be ignored.

5. Human Rights Remain Protected

- It helps safeguard the fundamental rights of the people by highlighting abuses, conflicts, and inequalities.

6. It Fuels Social Change

- Investigative journalism often sparks reforms in law, policy, and public awareness

➤ FREEDOM OF EXPRESSION SPECIFIC VOCABULARY

In this section, I provide a list of primary terminologies related to the first chapter, Freedom of expression. These terminologies are relevant for building schema on freedom of press. Students are expected to have memorized the key terms and their definitions. They are also expected to utilize them in post-lesson classroom activities.

Term	Definition	Relevance to Freedom of Expression
Freedom of Speech	The right to express opinions without censorship, restraint, or punishment.	Core component of freedom of expression.
Freedom of the Press	The right of media to publish news and opinions independently of government or corporate control.	Ensures accountability and democratic oversight.
Censorship	Suppression or restriction of speech, media, or ideas by authority.	Directly limits freedom of expression.
Prior Restraint	Government action preventing material from being published	Considered one of the most serious threats to press freedom.
Hate Speech	Expression that incites violence, hatred, or discrimination against groups.	Often restricted to balance rights and public safety.
Defamation	False statements harming a person's reputation (includes libel and slander).	Balances freedom of expression with protection of individuals.
Libel	Written defamation that damages someone's reputation.	Legal boundary of free expression in journalism.
Slander	Spoken defamation that harms someone's reputation.	Similar limitation to libel in oral communication.
Whistleblower	A person who exposes wrongdoing within an organization, often anonymously.	Protected under free expression to reveal public interest issues.
Chilling Effect	When people refrain from exercising free speech due to fear of punishment or surveillance.	Undermines the spirit of freedom of expression.
Self-Censorship	When individuals or journalists limit their own speech to avoid backlash or consequences.	Weakens democratic discourse.
Blasphemy Laws	Laws prohibiting insults against religion or sacred beliefs.	Often clash with freedom of expression principles.
Right to Information	Legal right to access information held by public authorities.	Strengthens transparency and supports informed expression.
Public Interest	Principle that free expression is justified if it benefits society as a whole.	Guides ethical and legal boundaries of expression.
Universal Declaration of Human Rights (Article 19)	International law guaranteeing freedom of opinion and expression.	Foundation for global media rights.

Figure 8: Key terminologies used in freedom of expression

➤ EVALUATION AND ASSESSMENT

In this section, I provide post-lesson classroom activities, which are instrumental in retaining information and knowledge on the current subject. Activity 01 serves as a formative assessment as it allows the instructor to examine student’s understanding of freedom of expression. This activity will allow the instructor to get feedback before any summative evaluation.

Activity 01: Case Scenario Analysis

Students will be given a short scenario, such as a controversial media post and they will be asked to identify the rights involved and evaluate how freedom of expression should be balanced.

Evaluation criterion will be based on: *Conceptual understanding – critical thinking and reflection– communication and presentation.*

Criteria	Excellent	Needs Improvement
Understanding & Application	Clear understanding and correctly applies principles to scenarios.	Limited understanding or incorrect application.
Communication & Vocabulary	Ideas are clear and use correct terminology.	Ideas unclear or terminology incorrect/missing.

Figure 9: Assessment Rubric for Freedom of Expression

UNIT 01 SUMMATIVE ASSESSMENT

The summative assessment evaluates students’ understanding of the key topics in Unit 01: History of Journalism, Ethics and Principles of Journalism, Broadcast Media and Regulation and Freedom of Expression. The Table below provides detailed summative assessment on UNIT 01.

Topic	Assessment Task	Type	Assessment Focus / Criteria	Weight
History of Journalism	Create a chronological timeline or short research report on key eras and milestones	Project / Written Assignment	Understanding historical developments, correct sequencing, use of journalistic vocabulary, clarity of presentation	25%
Principles & Ethics of Journalism	Case study analysis or position paper on an ethical dilemma	Written Assignment / Essay	Application of ethical principles, reasoning and justification, critical thinking, vocabulary, and clarity	25%
Broadcast Media & Regulation	Analysis of a broadcast regulation scenario or short presentation	Written Assignment / Oral Presentation	Understanding regulatory frameworks, application to real/hypothetical scenarios, communication, and terminology	25%
Freedom of Expression	Media case study or reflective essay on free speech issues	Written Assignment / Essay	Understanding of freedom of expression, evaluation of conflicts, reasoning, critical thinking, communication, vocabulary	25%

Figure 10: Summative Assessment of Unit 01

UNIT 02

UNDERSTANDING AND WRITING NEWS

2.1. NEWS ARTICLE WRITING

By the end of this unit, learners will be able to practice news article writing, feature story writing and news story writing. To meet the end goal, the core objectives are as follows:

- Define and explain core principles of news article by introducing the key elements of news articles.
- Understand the role of news article, feature writing and news story in the domain of journalism and mass media.
- Train students in writing clear, concise and coherent news articles.
- Enable students identify newsworthy events and apply the key WHs; *what, where, why, when and how*.

Maharashtra launches spl stamp cover to celebrate spirit of 'volunteerism'

Times News Network

Mumbai: "Kindness needs to be recognised. A special stamp cover is befitting recognition," said Amitabh Singh, Maharashtra's chief postmaster general (CPMG) while releasing a first-of-its-kind stamp cover acknowledging the spirit of 'volunteerism' in the city on Wednesday.

Held in the philately and postal delivery section of the General Post Office in Fort, the launch, organised in collaboration with NGO Project Mumbai, saw philatelists, volunteers, and postal employees converging to celebrate the significance of collective action for social good.

Titled 'Change through Volunteerism,' the stamp cover also marks the upcoming Joy of Giving festival, Daan Utsav, Singh emphasised the importance of acknowledging volunteers in India. "Cities can only thrive when their citizens feel a sense of ownership," said Shishir Joshi, CEO and founder of Project Mumbai. To celebrate the Joy of Giving festival starting Oct 2, Project Mumbai plans to engage thousands of citizens in beautifying the city's railway stations, fostering a spirit of community and inclusivity.

The launch was attended by prominent figures including Suchita Joshi, postmaster general of Mumbai, philanthropists Jalaj Dani and Mona Mehta and Daan Utsav volunteer Umesh Asher, alongside hundreds of postal staff.

SL Shanth Kumar



The release of the special stamp cover at the General Post Office

ver, which will be available at post offices across the country, aims to honour volunteers who contribute selflessly to their communities. In a nod to inclusivity, it shows the young, not-so-young, differently-abled and mixed groups joining hands for change.

During the unveiling, whi-

➤ TEACHING AND LEARNING STRATEGIES

The instruction method used will be direct where the instructor will give detailed lecture on news article writing, the steps involved in writing a journalistic piece along with everyday examples for students' better understanding. The learning will be holistic and discussion-based where students will be involved in different in-class activities. Students will be shared with a detailed vocabulary list at the end to be able to remember the terms used in the chapter.

➤ **WARM-UP**

- Engage students in understanding news article.
- Ask students if they know how to write news article.
- Inquire if they know the principles of news articles.

➤ **LEARNING OUTCOMES**

- Analyse and critically evaluate the news articles by assessing the article structures, their ethical standing, references/sources, and language.
- Able to produce raw news articles through the application of studied journalistic models, style, news values, etc.

➤ **SUPPLEMENTARY MATERIAL**

- Printed Lecture Handouts;
- Educational Video: <https://youtu.be/T6C8N-lRd4o?si=wIzXNxCR1Fxr12P>

➤ LECTURE

According to Sage Encyclopedia of Journalism, news article is a written journalistic text, which provides reports on up-to-date ongoing events or issues that are considered newsworthy and are of public interest. The Oxford Dictionary of Journalism defines news or news article as information about recent events that are deemed interesting and important. A news article comprises news, which is gathered, verified and structured in accordance to the news journalistic norms. Intrinsic to news is the process of selection. Only a tiny portion of significant body of information become news. To help them decide which one to select, journalists are said to apply criteria that are known as news value. However, news value can be relative because what is considered newsworthy depends on the time, geographical location and public interest.

Here is a basic method for news article writing:

- **Choose a Newsworthy Topic:** a relevant topic or event has to be selected and it should be timely, relevant, and of interest to the target audience. This can be examined by characteristics such as: proximity, prominence, significance, timeliness, and human interest.

Example: “Decline in Bee Populations”

- **Gather Information:** The second step is to start with gathering all necessary evidence and details about the event. This may involve conducting interviews, reviewing documents, and collecting data. The journalist must ensure that all WH questions are met with evidence: who, what, when, where, why, and how details (Quinn & Lamble, 2012).

- **Write a Clear and Concise Headline:** The journalist should write a headline which summarizes the main idea of the story in a brief, attention-grabbing manner. If the headline does not cover the main question about the event, it does not qualify as headline.

Example: “New Study Reveals Alarming Decline in Bee Populations”

- **A Lead:** The lead (or lead) is the beginning paragraph of the news article which covers the most important and relevant information about the topic. It should answer all WH questions: who, what, when, where, and why questions in a concise and engaging manner. The lead is typically made of one or two sentences.

Example: WASHINGTON, D.C., October 5, 2023 — A comprehensive new study published today in the journal Environmental Science highlights a disturbing decline in bee populations worldwide, raising concerns about the long-term health of ecosystems and food security. Researchers warn that urgent action is needed to address the complex factors driving these declines.

- **Organize the Body:** The body of the article carries all necessary and relevant information on the topic being discussed. It must ensure that facts and details are incorporated in order of significance. All should expand on the information provided in the lead. The body typically follows an inverted pyramid style, where the most significant information comes in the beginning, followed by supporting details and background information.

Example:

The global study, conducted by a team of scientists from the World Wildlife Fund and the University of Environmental Sciences, examined bee populations across various continents and ecosystems. Their findings indicate that bee populations have declined by an average of 35% over the past decade, with some regions experiencing losses as high as 60%.

Bees play a crucial role in pollinating a wide range of plants, including many crops that form the foundation of our food supply. This decline in bee populations poses a direct threat to agriculture and could lead to decreased crop yields and rising food prices.

The study identifies several factors contributing to the decline of bee populations, including habitat loss, pesticide use, climate change, and diseases. Researchers emphasize that it is the combination of these factors that is causing the alarming drop in bee numbers.

According to Dr. Sarah Thompson, a lead researcher on the project, “Bees are essential pollinators for a significant portion of the world’s food crops. Their decline is a clear warning sign that we need to take immediate and coordinated action to protect both biodiversity and food security.”

Environmental organizations and government agencies are calling for increased conservation efforts, sustainable agricultural practices, and stricter regulation of pesticides known to harm bee populations. In recent years, some regions have implemented bee-friendly policies, including the creation of pollinator-friendly habitats and the restriction of certain neonicotinoid pesticides.

The decline in bee populations has broad implications for ecosystems and the global economy. As experts grapple with this complex issue, it remains clear that proactive steps are necessary to reverse the trend and safeguard the future of pollinators and our food supply.

- **Use Quotes:** News articles typically include direct quotes from people involved in the story, such as witnesses, experts, or officials. These help in enhancing authenticity and personal perspectives to the news.

“The decline in bee populations is a stark reminder that we are inextricably linked to the natural world. We must act quickly to protect these essential pollinators,” said Rebecca Martinez, CEO of the World Wildlife Fund.

“The study’s results should serve as a wake-up call to the agricultural industry, policymakers, and the public. The consequences of inaction are severe,” emphasized Dr. David Henderson, an expert in entomology.

“We’ve seen positive outcomes when we create pollinator-friendly habitats and reduce pesticide use. It’s time for these practices to become the standard,” said Agriculture Minister Lisa Rodriguez.

- **Provide Contact Information:** The news article must contain contact information for readers who may want to learn more or follow up on the

story. This typically includes official websites, phone numbers, or email addresses.

Example: "Local authorities have issued an evacuation order for residents in flood-prone areas. For more details and assistance, residents are encouraged to contact the Emergency Management Office at [Phone Number] or visit their website at [Website URL]."

- **Write a Concise Conclusion:** In the end, the article should be summarized with a brief conclusion that reiterates the main points and leaves a lasting impression on the reader.

The findings of this new study underscore the urgent need to address the decline in bee populations. As the world grapples with a variety of environmental challenges, protecting these essential pollinators is not only a matter of ecological responsibility but a crucial step in preserving global food security and maintaining the balance of our ecosystems. The study's call to action reverberates as a collective responsibility to ensure a future where bees can thrive and continue to support the sustenance of our planet.

- **Attribute Information:** The journalist must give credit to all sources where from information was gathered. If you are quoting someone or citing data, make it clear who provided the information. This adds credibility to your article.

- Edit and Proofread:** The journalist must carefully review and edit the article for grammar, spelling, and punctuation glitches. They must ensure that the information is accurate and that the article flows smoothly.

11. Formatting: Ensure proper formatting with a clear byline (author's name), publication date, and a clear structure with paragraphs and subheadings.

Byline Example 1 (At the Beginning of the Article)

By John Smith

In this case, “By John Smith” appears at the very beginning of the article, right below the headline. This format is commonly used in print newspapers.

Byline Example 2 (At the End of the Article)

John Smith is a Senior Correspondent for The Daily Gazette. It covers environmental issues and climate change.

In this example, the byline is structured in the end at the end providing not only the author's name but also additional information about their role and the publication they write for. This format is generally seen in online news articles or magazines.

12. Final Review: Give your article a final review to confirm that it meets the publication's style guidelines and standards.

13. Publish and Promote: When you are satisfied with the article, publish it through the appropriate channels and promote it to reach your target audience.

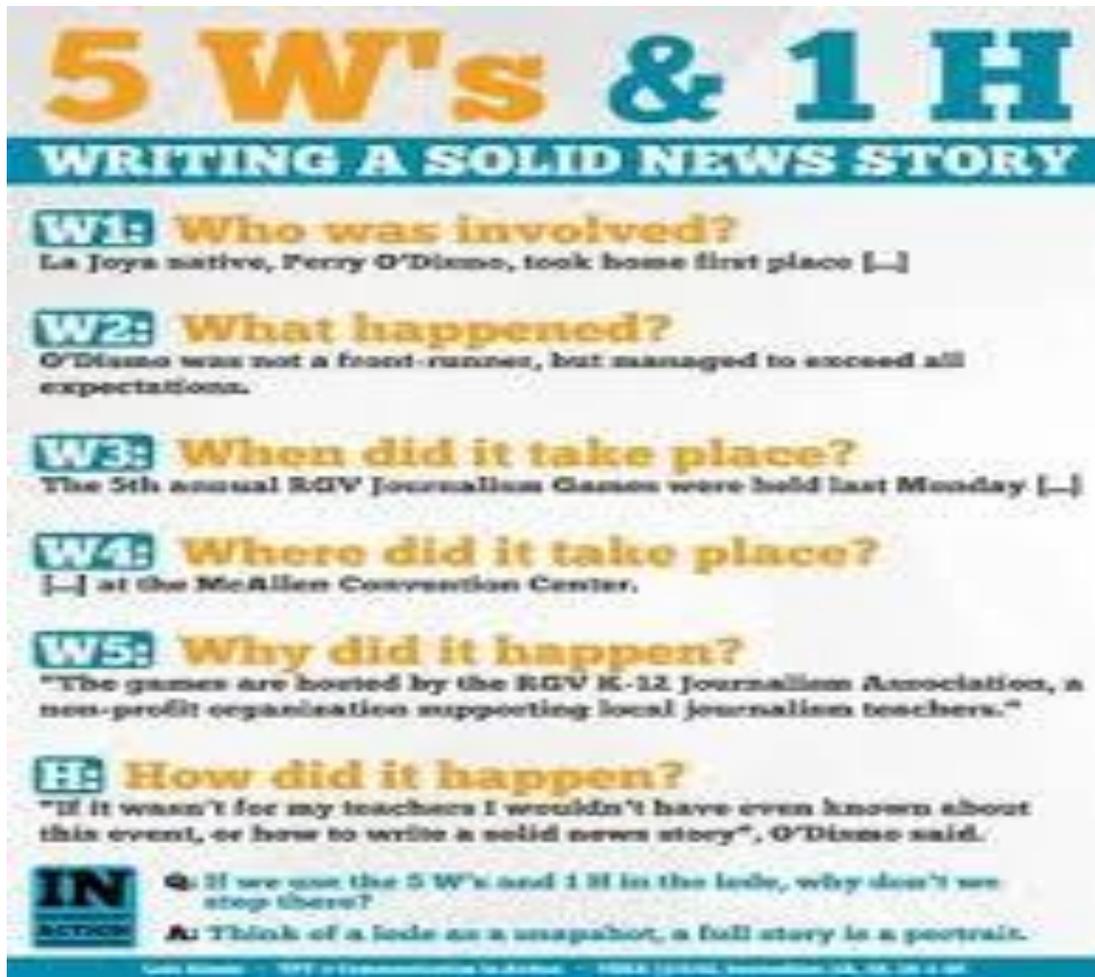


Figure 11: The Key WH Questions

➤ **NEWS ARTICLE WRITING SPECIFIC VOCABULARY**

In this section, I provide a list of terminologies related to news article writing. These terminologies are relevant for understanding key principles of news writing.

Term	Definition	Relevance in News Writing
Headline	The title of the news article, written to grab attention and summarize the story.	First impression; guides readers to the story.
Lead (Lede)	The opening paragraph that answers the <i>5Ws and 1H</i> (Who, What, When, Where, Why, How).	Provides the most essential information upfront.
Inverted Pyramid	A news writing style where the most important details come first, followed by supporting information.	Ensures clarity and quick communication.
Byline	The line in the article that names the reporter or journalist.	Credits authorship and accountability.
Dateline	A line at the beginning of a news story showing the place and date of reporting.	Adds context and authenticity.
Nut Graph	A paragraph that explains the context or significance of the story.	Helps readers understand “why it matters.”
Source	A person, document, or organization providing information for the story.	Ensures credibility and accuracy.
Attribution	Identifying the source of information or quotes used in the article.	Builds trust and avoids plagiarism.
Quote	Direct reproduction of someone’s spoken or written words in the article.	Adds authenticity and perspective.
Paraphrase	Restating someone’s words or ideas in the reporter’s own words.	Provides clarity while retaining meaning.
Objectivity	Writing without bias or personal opinion, focusing on facts.	Maintains fairness and trustworthiness.
Copy	The written content of a news article before editing or publication.	Raw material for the newsroom.
Angle	The particular focus or perspective chosen for a story.	Shapes how the story is told.
News Peg	The element that makes a story timely or relevant (e.g., event, anniversary).	Justifies why the story is being reported now.
Editorializing	Inserting personal opinion into a news report.	Considered a violation of news writing principles.
Deadline	The time by which a story must be completed and submitted.	Essential in fast-paced newsrooms.

Figure 12: Vocabulary List for News Article Writing

➤ EVALUATION AND ASSESSMENT

In this section, I provide post-lesson classroom activities, which are instrumental in retaining information and knowledge on the current subject. There are two activities where students will form groups and work on the given tasks in two weeks, during the respective classes.

Activity 01: Newsworthy articles

Students will be given 15 minutes to find newsworthy articles, which they will present to the instructor.

Activity 02: Headline creation

The same group will work on the formation of headlines related to the selected newsworthy articles in the next week, and do a 5-min presentation of their work.

Evaluation criterion will be based on: *understanding of newsworthy articles, journalistic style, and connection to the lectures.*

Criteria	Excellent	Satisfactory	Needs Improvement
Identification of Newsworthiness	Accurately identifies highly newsworthy articles using clear news values (timeliness, impact, relevance, prominence).	Identifies generally newsworthy articles with limited or partial reference to news values.	Selects articles with unclear news value; justification is weak or absent.
Application of News Values	Effectively applies news values to justify article selection with logical and well-supported reasoning.	Attempts to apply news values with basic and limited justification.	Unable to apply news values or justify article selection.
Headline Writing	Produces clear, accurate, and engaging headlines that reflect the content and tone of the selected articles.	Headlines are generally accurate but may lack clarity, impact, or precision.	Headlines are unclear, misleading, or do not reflect the article content.
Language and Journalistic Style	Uses appropriate journalistic language, style, and conventions consistently.	Language is mostly appropriate with minor stylistic or grammatical issues.	Language and style are inappropriate or inconsistent with journalistic standards.

Figure 13: Assessment Rubric for News Article Writing

2.2. FEATURE STORY VS. NEWS STORY



➤ TEACHING AND LEARNING STRATEGIES

There are different types of writing styles in journalism. It is very important to have proper understanding of them in order to better able to differentiate between the type of new article. It is also essential to know how to write stories using these different styles. In this lecture, the instructor focuses on analyzing differences between feature story vs news story. This is followed by step by step guide on how to write feature stories. Students will be engaged in debates and discussions regarding the topic.

➤ **WARM-UP**

- Engage students in understanding feature and story writings.
- Ask students if they know how to write a feature or news story.
- Inquire if they have written a feature or news story before.

➤ **LEARNING OUTCOMES**

- Students will be able to analyse and evaluate feature story writing.
- Students will be able to analyse and evaluate news story writing.
- Students will be fully capable of producing feature and news stories using journalistic style and language.

➤ **SUPPLEMENTARY MATERIAL**

- Printed Lecture Handouts;

Educational

Video:

<https://youtu.be/g3v6raB0FYI?si=YyKw46l4TkWybtYZ>

➤ LECTURE

1. News story vs. Feature Story

A news story is one of the most interesting and sought-after forms of writing in journalism, because they help writers delve quick information about events or facts. On the other hand, feature story allows for a better sketch of the human element behind the headlines (Steensen, 2011). If you are a budding journalist or an aspiring storyteller, feature story writing can help you build engaging content for your readers and cover meaningful narratives. News story is time-bound and urgent. It gives special emphasis to events happening now or recently. On the other hand, feature story is less time-bound. It is more flexible and can remain relevant longer. In terms of structure, news story uses inverted pyramid placing most important information at the top. On the other hand, feature story has a more flexible structure, typically following a narrative style- starting with anecdote, description or even a character. In terms of language and tone, news story is written in an objective, straightforward and neutral language. On the other hand, feature story has a narrative language characteristically descriptive and interpretative. When deriving information from sources, news story mainly fetches information from official sources such as authorities, press releases and statements. On the other hand, feature story may use several sources such as expert members, ordinary people or personal stories and observations. The objective of news story is to help audience understand the event clearly and quickly. On the other hand, feature story wants to make people understand meaning behind the stories.

The process of writing a compelling feature story is crucial for understanding why feature stories exist. It offers valuable tips, real-world examples, and a solid structure to help you construct stories that captivate readers' minds and form imaginative and stirring picture of the human world.

2. Understanding the Essence of a Feature Story

Feature stories is a unique way of journalistic writing. While news articles focus on delivering facts and information concisely, feature stories are more elaborate; they focus on storytelling narrative style. They go beyond the “who, what, when, where, and why” to explore the “how” and “why” in depth. Feature stories connect readers with the narrative emotionally, making them care about the subject, and often, they offer a unique perspective or angle on a topic.

3. Choose an Interesting Angle

The initial step in feature story writing is to choose a unique and compelling perspective or theme for your story. Writer has to choose an aspect of the topic which has not been explored widely. Most of writers look for a fresh perspective that can pique readers' curiosity.

4. Conduct Thorough Research

Feature story writing requires solid research and data collection. Journalists should delve deep into the subject matter, interview relevant sources, and gather as much information as possible. Getting to know the subject of interest at a deeper level helps in presenting a comprehensive and accurate portrayal.

5. Humanize Your Story

Feature stories often revolve around people, their experiences, and their emotions. Journalists are obliged to put an effort in humanizing the narrative by introducing relatable characters and sharing their stories, struggles, and triumphs.

6. Create a Strong Lead

The opening paragraph, or lead, sets the tone for the entire story. It should be catchy and engaging. Journalists should work out on connecting the readers from the start with an anecdote, a thought-provoking question, or a vivid description.

7. Structure Your Story

The structure of a feature stories is seen in a narrative form. It has a beginning, middle, and end. The beginning introduces the topic and ensures catching the attention of the reader. The middle explores the depth of the subject, and the end provides closure or leaves readers with something to ponder.

8. Use Descriptive Language

Language plays a crucial role in feature story writing. Journalists should sketch a vivid picture with the words. Descriptive language is a necessary instrument for a power feature story and sensory details allow transporting your readers into the world you are depicting.

9. Incorporate Quotes and Anecdotes

Quotes from interviews and anecdotes from your research can breathe life into your story. They add authenticity and provide insights from real people.

10. Engage Emotionally

Feature stories should stir emotions of the readers. It can be empathy, curiosity, joy, or sadness, but the aim is to connect with your readers on a personal level.

Example 1: “Finding Beauty Amidst Chaos: The Life of a Street Artist”

This feature story delves into the world of a street artist who uses urban decay as his canvas, turning neglected spaces into works of art. It explores his journey, motivations, and the impact of his art on the community.

Example 2: “The Healing Power of Music: A Veteran’s Journey to Recovery”

This story follows a military veteran battling post-traumatic stress disorder (PTSD) and how his passion for music became a lifeline for healing. It intertwines personal anecdotes, interviews, and the therapeutic role of music.

Example 3: “Wildlife Conservation Heroes: Rescuing Endangered Species, One Baby Animal at a Time”

In this feature story, readers are introduced to a group of dedicated individuals working tirelessly to rescue and rehabilitate endangered baby animals. It displays their passion, challenges, and heartwarming success stories.

11. Structure of a Feature Story

A well-structured feature story typically follows this format:

- **Headline:** A catchy and concise title that captures the essence of the story. This is always written at the top of the story.
- **Lead:** A captivating opening paragraph that hooks the reader. The first 3 sentences of any story that explains 5sW & 1H are known as lead.
- **Introduction:** Provides context and introduces the subject. Lead is also a part of the introduction itself.
- **Body:** The main narrative section that explores the topic in depth, including interviews, anecdotes, and background information.
- **Conclusion:** Wraps up the story, offers insights, or leaves the reader with something to ponder.

Below is a given example of a feature story writing:

Culture Revival through Music

"Harmony in the Hills: Preserving Indigenous Culture through Music"

In the heart of the rolling hills, where the whispering winds carry tales of times long past, a group of indigenous musicians is orchestrating a symphony of cultural revival. Amidst the lush landscapes of the Xanadu Valley, the sounds of ancient melodies mingle with the rustling leaves, creating a harmonious tapestry that seeks to preserve and celebrate the rich heritage of the local tribes.

1. The Maestros behind the Movement**

Meet the driving force behind this musical renaissance – a group of talented musicians led by the charismatic Maestro Rafaela Yunan. With a deep-rooted connection to the land and a passion for their ancestral melodies, these artists have come together to breathe life into tunes that echo through generations.

Rafaela, a master flutist, explains, "Our music is more than just notes; it's a living history, a connection to our ancestors. We want to ensure that these traditions aren't lost in the winds of time."

2. Instruments as Cultural Artifacts

As the musicians delve into the intricacies of their performances, one cannot help but be captivated by the array of indigenous instruments that accompany their every note. The haunting melodies of the qena, a traditional Andean flute, blend seamlessly with the rhythmic beats of the bombo drum, creating an auditory journey into the heart of indigenous storytelling.

"These instruments are not just tools for us; they are artifacts of our culture," says Sofia, a skilled bombo player. "Each drumbeat carries the weight of our history, and we strive to pass it on to the next generation."

3. Bridging Generational Gaps

One of the remarkable aspects of this cultural revival is its emphasis on passing down traditions to younger generations. In the heart of the valley, children gather around the maestros, absorbing the age-old tunes as they learn to play the instruments themselves. This intergenerational exchange not only ensures the preservation of indigenous music but fosters a sense of community and identity among the youth.

Figure 14: Example of a Feature Story

➤ FEATURE STORY SPECIFIC VOCABULARY

This section provides a list of terminologies related feature writing. These terminologies are relevant for understanding key principles of feature story writing.

Feature Article	A detailed, human-interest story that goes beyond hard news to provide depth, background, and narrative.	Core form of feature writing.
Angle	The unique perspective or focus chosen for the feature story.	Shapes how the story is told.
Lead (Lede)	The opening paragraph designed to hook the reader's attention.	Crucial for engaging readers.
Nut Graph	A paragraph that explains the central theme or "why this story matters."	Provides focus and clarity.
Profile	A feature story that highlights a person's life, achievements, or personality.	Common type of feature article.
Human-Interest Story	A story that appeals to emotions, often focusing on personal experiences or struggles.	Builds empathy and connection.
Narrative Style	Storytelling approach using descriptive language, scenes, and characters.	Distinguishes features from straight news.
Backgrounding	Providing context, history, and explanation to help readers understand an issue.	Adds depth and insight.
Sidebar	A short, related piece that accompanies a longer feature.	Provides additional facts or perspectives.
Descriptive Writing	Use of sensory details and vivid language to paint a picture for readers.	Creates engagement and emotional impact.
Direct Quote	Exact words spoken by a source, included in the feature.	Adds authenticity and human voice.
Paraphrase	Restating a source's words in the writer's own language.	Keeps flow while conveying meaning.
Tone	The overall mood or attitude of the writing (serious, light, humorous, etc.).	Shapes reader's experience.
Flow	The smooth progression and coherence of ideas and paragraphs.	Ensures readability and engagement.
Hook	The element in the opening that grabs attention (anecdote, striking fact, quote).	Encourages readers to keep reading.
Subhead	Short headings used to break up long text into sections.	Improves readability and structure.
Color	Details, anecdotes, and descriptions that add richness and vividness.	Makes the story lively and memorable.
Kicker	The closing sentence or paragraph that leaves a lasting impression.	Provides closure and impact.
Evergreen Feature	A feature story with timeless relevance (e.g., lifestyle, culture, human interest).	Can be published anytime.
Trend Story	A feature article highlighting new developments, behaviors, or cultural shifts.	Shows relevance and timeliness.

Figure 15: Key terminologies used in feature writing

➤ EVALUATION AND ASSESSMENT

In this section, I provide post-lesson classroom activities, which are necessary for knowledge acquisition on this topic. Activity 01 will be writing leads for feature stories while Activity 02 will be an in-class short quiz of the topic.

Activity 01: Feature Writing

Students will be divided in groups and will then be given an event of which they will have to create a feature article. This assessment will show their understanding of the topic, creativity, audience engagement.

Evaluation criterion will be based on: *lead and structure, angle and relevance,*

Criteria	Excellent	Good	Fair	Poor
Angle & Relevance	Clear, original, and relevant to the event	Clear but predictable	Weak or unclear angle	No clear focus
Lead & Structure	Strong lead; logical, smooth flow	Good lead; minor flow issues	Weak lead or structure	Poor organization
Content & Storytelling	Engaging narrative with rich detail	Adequate detail and clarity	Limited depth	Inaccurate or weak content
Sources & Ethics	Appropriate sources; ethical reporting	Minor sourcing issues	Few sources used	No sources or ethical concerns
Language & Teamwork	Clear writing; balanced group effort	Minor language issues	Noticeable errors or uneven effort	Poor writing or collaboration

Figure 16: Assessment Rubric for Feature Writing

content.

Activity 02: In-class quiz

Students will be given a short multiple-choice (MCQs) Quiz to assess their understanding of the topic. Time duration for the quiz will be 30 minutes.

Criteria	Excellent	Good	Fair	Poor
Conceptual Understanding	Clear and accurate understanding	Mostly accurate	Partial understanding	Weak understanding
Use of Terms & Application	Correct use of terms with examples	Minor errors	Limited use of terms	Incorrect use

Figure 17: Assessment Rubric for In-class Quiz

Evaluation will be based on: *Conceptual understanding, use of terms*

2.3. NEWS STORY WRITING



➤ TEACHING AND LEARNING STRATEGIES

Teaching and learning news story requires sufficient understanding of conceptual frameworks of news story writing techniques. Following a Direct Instruction Method, the instructor will explain core techniques through a prepared lecture. Through a Visual Learning Method, students will examine real-world examples of news story writing. Followed by explicit vocabulary, the instructor will introduce a curated list of topic-specific vocabulary which will reinforce understanding and assist students in retaining vocabulary related to news story writing.

➤ **WARM-UP**

- Engage students in understanding news story writings.
- Ask students if they know how to write a news story.
- Inquire if they have written a news story before.

➤ **LEARNING OUTCOMES**

- Students will be able to analyse and evaluate news story writing.
- Students will be able to analyse and evaluate news story writing.
- Students will be fully capable of producing news stories using journalistic style and language.

➤ **SUPPLEMENTARY MATERIAL**

- Printed Lecture Handouts;

Educational Video: https://youtu.be/flq29zwRrZA?si=_BchSMis0Fx3Uhd7

➤ LECTURE

How to Write a News Story: A Step-by-Step Guide

The step-by-step guide to write news story is given below:

- **Organization (The inverted pyramid)**

News writing is profoundly different from regular storytelling where the ultimate mystery is resolved at the end. This is to retain readers' attention til the very end. However, when working on a news-story, it is crucial to start with the most vital information and then narrow down to mundane ones. This information structure makes the news-story look like an inverted pyramid with the broader base representing the most newsworthy information. The use of inverted pyramid is a common practice in newspaper composition rooms as well for cutting down longer stories without missing out crucial information.

- **Lead**

It is very important to start the article with the most interesting and compelling information. Therefore, lead tends to be the important decisions made or facts collected regarding any topic or decision. Similarly, important dates, or events are also mentioned in the very beginning to make sure vital information is not missed out later on.

- **Fact and Attribution**

An important characteristic of newswriting is that it only presents facts and if any opinion is mentioned, it is also attributed to the relevant source. This element is

necessary to ensure credibility in journalistic articles so readers are sure of the content they are reading being factual and transparent.

- **Identification**

References need to be written properly where either both initials or persons full first name should be stated. This is done so the readers can identify the person and know how he or she is relevant to the article.

- **Short Paragraphs**

Paragraphs need to be crisp, precise and short for a sturdier appearance.

- **Person**

News writing is primarily done in third person, however, if first- or second-person language is absolutely necessary to use, it must be done so in proper manner with smooth transitions, so readers are aware.

- **Headlines**

Headlines need to be short and catchy. It is important the information is derived from the content of the body and new information must be not added as headline. In addition, headlines are in present tense and not in past. Headlines need to be consistent and no articles (a, the, an) should be used.

Below is a given example of a news story:

Meet BC's new provost

Isabella Paxton
Editor in Chief

The president of Bellevue College is Jerry Weber. Although his exact job description might be a little bit blurry to the average student, many students at least know who he is and have a general idea of what he has done. However, a provost is a far more nuanced role involved in the framework of colleges around the world. Bellevue College has recently settled the three-month search for a new provost, which began in late January.

"After conducting a rigorous search that included open campus conversations with each finalist, Dr. Jones' executive experience in both instruction and student affairs, as well as her collaborative approach in working with faculty, staff and students, made her an excellent choice for this new position. We're very excited to have her join our community and apply her considerable knowledge-base to the college's initiatives," said Dr. Weber.

Although Dr. Jones will be the first provost in Bellevue College history, her role has a specific set of rules to follow. In Bellevue College's official press release, it states that "The position [of provost] reports to the president and will be responsible for academic and student affairs, the largest areas of the college. The Provost will collaborate with faculty, staff, students, members of the president's cabinet and external stakeholders to provide leadership, policy direction and management."

The new staff member, Dr. Kristen Jones, earned her Doctorate of Education in Community College Leadership from Oregon State University and, before joining Bellevue College, worked in three different community colleges "including a mid-sized college in Oregon, a rural institution in Montana, and an urban

to her biography. In the various colleges that Jones has worked at previously, she has come up with different plans to both reorganize faculty members and increase productivity. At North Seattle College, where she was the Vice President of Instruction, Jones managed to lower the instructional budget by \$2 million.

"Dr. Jones brings substantive expertise to the role," said Dr. Weber. "She has held executive leadership positions for both large and small community colleges, and her collaborative approach has resulted in significant, successful initiatives in both instruction and student affairs."

Jones herself is quite excited to begin taking on the role as provost for Bellevue College. Her decision to apply for the position extended from the reputation that Bellevue College has as one of the best, and most affordable, schools in the state. When asked what she was most excited about was "Can I say 'everything'?" But if I have to choose one thing, it's the chance to work with this campus community. As part of my interview, I presented at an open forum and then answered questions from faculty, staff and students. The room was packed, and I understood why this college has a great reputation – it's because people really care about the students who come here. They want every student to have the best possible chance to succeed. Their commitment to that mission is something I share."

As far as Jones' goals go when mentioning her new position, her main approach begins with working with the people who are already at Bellevue College and know how the ropes work. "My approach is very collaborative. I'm excited to meet with faculty, staff and students to get a better understanding of what we're doing well, and what the needs are. I'll also dig in to what kinds of initiatives are already underway to support student



BC Provost, Dr. Kristen Jones

Photograph provided by Nicole Beattie

listen to as many stakeholders as possible, especially in the first few months, to ensure me in the cafeteria asking students about their experience (I also hear the French

➤ NEWS STORY SPECIFIC VOCABULARY

This section provides a list of terminologies related news writing. These terminologies are relevant for understanding key principles of news story writing.

- **Lead:** The opening paragraph of a news story that summarizes the most important facts.
- **Headline:** The title of a news article is designed to capture attention and convey the main idea.
- **Quote:** The exact words spoken or written by a source, reproduced in the article.
- **Byline:** The line that names the author of the article.
- **Dateline:** The location and date from which a news story is reported.
- **Source:** A person, document, or organization that provides information for a story.
- **Fact-checking:** The process of verifying information to ensure accuracy before publication.
- **Attribution:** Identification of the source of information or a quotation.
- **Inverted Pyramid:** A common news-writing structure where the most important information comes first, followed by details.
- **Editorial:** An opinion-based article that reflects the views of the publication rather than objective reporting.

Figure 18: Vocabulary List for News Story Writing

➤ EVALUATION AND ASSESSMENT

In this section, I provide post-lesson classroom activities, which are necessary for knowledge acquisition on this topic. Activity 01 will be writing headline and lead for news story.

Activity 01: News Story Writing

Students will be divided in groups and will then be given an event of which they will have to create a news story. This assessment will show their understanding of the topic, creativity, audience engagement.

Evaluation criterion will be based on: *lead and structure, angle and relevance, content.*

Criteria	Excellent	Good
Accuracy & Clarity	Clear and accurate	Mostly accurate
Structure	Strong lead, logical flow	Lead/flow needs improvement
Style	Objective and concise	Minor style issues
News Value	Relevant and focused	Partially relevant
Mechanics	Error-free	Minor errors

Figure 19: Assessment Rubric for News Story Writing

UNIT 02 SUMMATIVE ASSESSMENT

The summative assessment evaluates students’ understanding of the key topics in Unit 02: News Article Writing, Feature Story Writing, News Story Writing. The Table below provides detailed summative assessment on UNIT 02.

Criteria	News Article Writing (Marks)	Feature Story (Marks)	News Story (Marks)
Structure & Organization	5	5	5
Content & Accuracy	5	5	5
Style & Tone	5	5	5
News/Story Value	5	5	5
Language Mechanics	3	3	3
Use of Quotes / Sources	3	3	3
Overall Quality	4	4	4
Total Marks	30	30	30

Figure 20: Summative Assessment of Newswriting

CHAPTER TWO

UNDERSTANDING NEWSPAPER: CORE PRINCIPLES AND TYPES

This chapter introduces students to the foundational concepts of newspaper, outlining its epistemology, history, key elements, and theoretical frameworks. It delves into the potential significance of newspapers in media studies, while highlighting its role in shaping public trust and democratic values. The chapter further explore diverse types of newspaper such as print and online. This chapter puts emphasis on teaching students the core forms and functions of newspaper. Students will understand and practice the role of newspaper as a profession as well as a vital institution for the empowerment of society.

UNIT 03

PARTS OF NEWS PAPER

By the end of this unit, students will be able to apply newspaper-writing techniques to compose newspapers by following the key elements when selecting and shaping events. To meet the end goal, the core objectives are as follows:

- Identify and understand the core principles of newspaper writing by figuring out major components of a newspaper.
- Understand how newspaper helps in building public opinion, sharing credible information and utilizing the right to freedom of expression.
- Analyse newspaper types by defining how layout, style and depth of coverage are structured.
- Learn different types of newspaper such as tabloid, broadsheet, online editions and community papers.

3.1. UNDERSTANDING NEWSPAPER



➤ TEACHING AND LEARNING STRATEGIES

Teaching and learning newspaper writing requires sufficient understanding of conceptual frameworks of newspaper structure and format. Following a Direct Instruction Method, the instructor will introduce core ideas through a prepared lecture. Through Collaborative Learning, students will work in groups to produce short news report. Followed by explicit vocabulary, the instructor will introduce a curated list of topic-specific vocabulary, which will reinforce understanding and assist students in retaining vocabulary related to newspaper writing.

➤ **WARM-UP**

- Engage students in understanding the need of newspaper.
- Prompt students to reflect on the components of newspaper.

➤ **LEARNING OUTCOMES**

- Students will be able to evaluate newspapers critically.
- Students will be fully aware of types of newspapers and their functions.
- Students will be able to examine real-world scenarios of newspaper structuration and formatting.

➤ **SUPPLEMENTARY MATERIAL**

- Printed Lecture Handouts;
- Educational Video: <https://youtu.be/ijl70Zj4pQ4?si=cR7ARffZ7YR0bAkO>

➤ LECTURE

Newspapers are considered to be a historical and influential means of mass communication. Since the inception of television, internet, and social media, the role of newspaper has been modified. Nevertheless, they remain a cornerstone of journalism and public life.

Definition of a Newspaper

A newspaper is a published printed or digital document on a regular basis. It typically contains news, information, opinions, advertisements, and features which are shared publically with the general public.

Key characteristics of a newspaper

- Newspapers can be published daily, weekly, or at regular intervals.
- Newspapers comprise of different sections of news types (national, international, business, sports, entertainment, editorials, classifieds).
- Newspapers can take the form of either in print or online editions.
- Newspapers play the role of both a source of information and a platform for public debate.

Functions of a Newspaper

- Informative Function

A newspaper plays an instrumental role in **providing the public** with all sorts of relevant information about the local, national, and international events. Additionally, it enables readers stay aware about the ongoing politics, economy, science, health, culture, and everyday life.

- **Educational Function**

Newspapers help in building knowledge by providing analysis, sharing background stories, and inculcating expert opinions. They also allow readers to grasp ongoing complex issues such as climate change, elections, or global conflicts.

- **Interpretative Function**

Other than reporting facts, newspapers help in **interpreting ongoing events** by sharing with the audience the context of the event. For instance, opinion pieces and editorials can help readers in forming judgments.

- **Platform for Public Opinion**

Newspapers provide a platform for people to share their views through *letters to the editor*, which is typically seen in the guest columns and commentaries sections. This solidifies democratic participation.

- **Watchdog Function**

Newspapers generally act as **watchdog over those in power**. They help in exposing corruption, forms of injustices, or any means of authorial abuse.

- **Entertainment Function**

Newspapers can be an interesting means of entertainment. They typically include comics, puzzles, horoscopes, lifestyle columns, and human-interest stories. The purpose of these sections is to allow readers to relax and enjoy light content.

- **Advertising and Commercial Function**

Newspapers also provide means of **advertisements**, usually in the form of commercial advertisements, job postings, real estate offers, and product promotions. They also generate revenue for newspapers and acts as useful source of information for readers.

- **Social and Cultural Function**

Newspapers help in building cultural identity; they highlighting art, literature, sports, and traditions. Most importantly, they help in promoting awareness around social issues and campaigns (e.g., health drives, literacy programs).

- **Record-Keeping Function**

Newspapers preserve a record of daily life. This helps future generations get access to the archive and previous records as well. Additionally, researchers and historians often rely on newspapers to study the past.

➤ NEWSPAPER SPECIFIC VOCABULARY

In this section, I provide a list of primary terminologies related to newspaper writing. These terminologies are relevant for building schema on components of newspaper. Students are expected to have memorized the key terms and their definitions. They are also expected to utilize them in post-lesson classroom activities.

Term	Definition	Relevance in Newspapers
Masthead/Nameplate	The title of the newspaper displayed on the front page (usually at the top).	Identifies the newspaper's brand and identity.
Headline	The large, bold title of a story.	Grabs readers' attention and summarizes the story.
Subheadline/Deck	A smaller line of text under the headline giving more detail.	Provides clarity and additional context.
Byline	The name of the journalist who wrote the article.	Gives credit and accountability.
Dateline	A line at the start of a story that shows the location and date of reporting.	Adds authenticity and context.
Lead (Lede)	The opening paragraph of a news story.	Provides the most important facts immediately.
Body	The main text of a news article.	Gives detailed information and background.
Inverted Pyramid	A style of writing where the most important information comes first.	Ensures clarity and quick understanding.
Editorial	An article expressing the official opinion of the newspaper.	Guides readers on public issues.
Column	A regular article written by the same journalist, often reflecting opinions.	Adds personal voice and perspective.
Feature	A longer, more detailed article that explores a topic in depth.	Provides analysis, background, or human interest.
Op-Ed	Short for "opposite the editorial page"; an opinion piece by a guest writer or expert.	Offers diverse perspectives beyond staff writers.
Letters to the Editor	Section where readers express their views.	Encourages public participation.
Cartoon/Comic Strip	Illustrated panels, often humorous or satirical.	Provides entertainment and social commentary.
Advertisement (Ad)	Paid space promoting products, services, or events.	Source of revenue for newspapers.
Classifieds	Small ads grouped into categories (jobs, housing, services, etc.).	Connects communities and businesses.
Circulation	The number of copies a newspaper distributes.	Indicates reach and readership.

Figure 21: Vocabulary List for Newspaper Types

➤ EVALUATION AND ASSESSMENT

In this section, I provide post-lesson classroom activities, which are instrumental in retaining information and knowledge on the current topic. Activity 01 serves as a formative assessment as it allows the instructor to examine student’s understanding of newspaper writing. This activity will allow the instructor to get feedback before any summative evaluation.

Activity 01: Newspaper Creation

This is a collaborative visual activity in which students will be asked to create a newspaper by joining all components together. This is an engaging activity in which students can combine multiple images to compare and contrast different types of newspapers.

Evaluation criterion will be based on: *Conceptual understanding – newsworthiness and relevance – language and style.*

Criteria	Excellent	Needs Improvement
Structure & Lead	Clear lead and logical structure following journalistic norms.	Lead unclear or structure disorganized.
Content Accuracy	Facts accurate, relevant, and properly attributed.	Inaccurate or missing key details; weak attribution.
Language & Style	Clear, concise, objective journalistic language.	Language unclear, biased, or informal.

Figure 22: Assessment Rubric for Newspaper Writing

3.2. TYPES OF NEWSPAPER



➤ TEACHING AND LEARNING STRATEGIES

Teaching and learning types of newspaper requires sufficient understanding of conceptual frameworks of newspaper's functional role in society. Following a Direct Instruction Method, the instructor will introduce core ideas through a prepared lecture. Through Visual Classification Activity, students will work in groups to classify sections of newspaper according to the types. Followed by explicit vocabulary, the instructor will introduce a curated list of topic-specific

vocabulary which will reinforce understanding and assist students in retaining vocabulary related to newspaper types.

➤ **WARM-UP**

- Engage students in understanding types of newspaper.
- Prompt students to reflect on the components of newspaper.

➤ **LEARNING OUTCOMES**

- Students will be able to differentiate between types of newspapers.
- Students will be fully aware of types of newspapers and their functions.
- Students will be able to examine real-world scenarios of newspaper types and their functions.

➤ **SUPPLEMENTARY MATERIAL**

- Printed Lecture Handouts;
- Educational Video:

<https://youtu.be/gY1QEWmlR4A?si=81OH2BISdviB5CI8>

➤ LECTURE

Newspapers are of different types— they vary in **size, style, content, and audience**. By studying their types, students will better understand how newspaper adapts to the needs of society.

Types of Newspapers

- Based on Format/Size

1. Broadsheet

- Typically in a large-sized newspapers (approx. 22 × 28 inches).
- Broadsheets are meant for serious journalism, in-depth reporting.
- They centre on politics, economics, and world news.
- Examples: *The New York Times*, *The Guardian*.
- The targeted audience is: Educators, policymakers and professionals.

2. Tabloid

- Typically in a smaller-sized newspapers (approx. 11 × 17 inches).
- Tabloids are made for entertainment purposes; they include celebrities, human-interest stories, and sometimes-sensational news.
- Examples: *The Sun*, *New York Post*.
- The targeted audience is mass readers seeking light or quick news.

- Based on Frequency of Publication

1. Daily Newspapers

- These are published every day (morning or evening editions).
- The focus on breaking news, current affairs, and immediate updates.
- Examples: *The Times*, *El Watan*.

2. Weekly Newspapers

- These are published once a week.
- They provide summaries of major events, analysis, and community news.
- They are typically used in rural or local areas.

3. Biweekly / Monthly Newspapers

- These are less frequent; they are often thematic or specialized.
- Their focus is on culture, education, or industry-specific news.

- Based on Geographic Coverage

1. National Newspapers

- They share events of national importance.
- Distributed across the whole country.
- Example: *USA Today*, *Le Monde*.

2. Regional Newspapers

- They cover specific regions or provinces.
- They typically report local politics, business, and community issues.

3. Local Newspapers

- They centre on small towns or cities.
- Include community events, school news, local crime reports, and classified ads.

- **Based on Content Focus**

1. **General Interest Newspapers**

- They share a wide range of topics: politics, economy, sports, entertainment, and culture.
- Example: *The Washington Post*.

2. **Specialized Newspapers**

- They centre on one field such as business, sports, science, or trade.
- Example: *The Wall Street Journal* (business).

- **Based on Ownership & Language**

1. **Public Newspapers**

- They are run by government bodies; focus on official news and policies.
- Example: *China Daily*.

2. **Private/Independent Newspapers**

- They are owned by media companies or individuals.
- Often have more freedom in editorial policy.

3. **Community or Ethnic Newspapers**

- Serve specific linguistic, cultural, or ethnic communities.
- Example: *El Diario* (Spanish-language newspaper in the U.S.).

➤ **Functions of Each Type**

- **Broadsheet** → Analytical, educative, policy-oriented.
- **Tabloid** → Entertaining, sensational, visually engaging.
- **Daily** → Immediate updates, breaking news.
- **Weekly** → Summaries, community focus.

- **Local** → Connects citizens to their direct environment.
- **Specialized** → Depth in one subject area.

➤ **TYPES OF NEWSPAPER SPECIFIC VOCABULARY**

In this section, I provide a list of primary terminologies related to types of newspaper. These terminologies are relevant for building schema on components of newspaper. Students are expected to have memorized the key terms and their definitions. They are also expected to utilize them in post-lesson classroom activities.

Term	Definition
Broadsheet	A large-format newspaper, usually associated with serious journalism, in-depth reporting, and formal tone.
Tabloid	A smaller-format newspaper known for entertainment news, celebrity stories, and often sensational headlines.
Compact	A modern, smaller version of a broadsheet; offers serious content in a tabloid-size format.
Daily Newspaper	A newspaper published every day, often with morning and evening editions, focusing on current events.
Weekly Newspaper	A paper published once a week, usually covering summaries of news, local updates, and features.
Biweekly Newspaper	A paper published once every two weeks, often thematic or community-based.
National Newspaper	A newspaper with circulation across an entire country, focusing on national and international news.
Regional Newspaper	A paper that serves a particular region or province, focusing on local politics, business, and culture.
Local Newspaper	A paper that serves a city or small town, with content on community events, schools, and local issues.
Community Newspaper	A local paper that highlights news relevant to a specific community, neighborhood, or ethnic group.
Specialized Newspaper	A paper that focuses on a particular subject area such as business, sports, or trade.
Evening Newspaper	A newspaper published in the evening, often containing updates missed by morning editions.
Sunday Newspaper	A special edition published on Sundays, often larger, with supplements like magazines, comics, or special reports.
Online Newspaper	A digital version of a newspaper available on the internet, often updated in real time.
Independent Newspaper	A newspaper not owned by the government or large corporations, often emphasizing editorial freedom.
Government Newspaper	A state-run publication that represents official government policies and announcements.

Figure 23: Vocabulary List for Types of Newspaper

➤ EVALUATION AND ASSESSMENT

In this section, I provide post-lesson classroom activities, which are instrumental in retaining information and knowledge on the current topic. Activity 01 serves as a formative assessment as it allows the instructor to examine student’s understanding of types of newspaper. This activity will allow the instructor to get feedback before any summative evaluation.

Activity 01: Comparative Media Analysis

This is a collaborative activity in which students will be asked to examine samples of newspapers and compare their layout, tone and style. This is an engaging activity in which students will enhance analytical skills and media literacy.

Evaluation criterion will be based on: *Conceptual understanding –critical thinking – language and style.*

Criteria	Excellent	Needs Improvement
Identification & Classification	Accurately identifies newspaper types and characteristics.	Misidentifies types or misses key characteristics.
Analysis & Comparison	Clearly compares formats, audiences, and content of different newspaper types.	Comparison is unclear, incomplete, or inaccurate.

Figure 24: Assessment Rubric for Types of Newspaper

3.3. ONLINE NEWSPAPER



➤ TEACHING AND LEARNING STRATEGIES

Teaching and learning types of newspaper requires sufficient understanding of conceptual frameworks of newspaper’s functional role in society. Following a Direct Instruction Method, the instructor will introduce core ideas through a prepared lecture. Through Hands-on Exploration, students will explore real online newspaper to figure out structure and main components of online newspaper. Followed by explicit vocabulary, the instructor will introduce a curated list of topic-specific vocabulary which will reinforce understanding and assist students in retaining vocabulary related to online newspaper.

➤ **WARM-UP**

- Engage students in discussion and ask how often they follow news online.
- Prompt students to share their personal experiences with online news encounter.

➤ **LEARNING OUTCOMES**

- Students will be able to differentiate between online and print newspapers.
- Students will be able to identify key features of online newspaper.
- Students will be able to critically evaluate advantages and challenges of online newspaper.

➤ **SUPPLEMENTARY MATERIAL**

- Printed Lecture Handouts;
- Educational

Video:

https://youtu.be/216WlgeXdeY?si=l3694wkpE_AqQfLF

➤ LECTURE

Since the inception of digital technology, journalism has seen a revolutionary change. One of the most profound changes is the beginning of online newspaper. Online newspapers are web-based platforms that provide instant news globally and interactively. They cannot be identified as mere "digital copies" of print editions. Instead, they represent a new paradigm in journalism. This paradigm juxtaposes immediacy and interactivity with multimedia and personalization.

Definition of Online Newspaper

- **Online newspaper** is a typical digital publication of news which shares information via digital means and is readily accessible via the internet. It can either be a web version of traditional newspaper or an independent digital-only news outlet.

Characteristics of Online Newspapers

- **Immediacy:** it means that the news is updated in real time, which allows audiences receive information instantly.
- **Accessibility:** it means that audience can access content globally, 24/7, via multiple devices (computers, smartphones, tablets).
- **Interactivity:** It means that the audience can have instant interaction virtually through comments, polls, and social media integration.
- **Multimedia Integration:** It means that it integrates photos, videos, infographics, and hyperlinks to make content more engaging.

- **Customization:** Audience can personalize their news feed via algorithms and subscriptions.
- **Cost Efficiency:** These online newspapers are generally free of cost or are cheaper than print editions, supported by advertising or subscription models.

Types of Online Newspapers

1. Digital Versions of Traditional Newspapers

- Example: *The New York Times Online, The Guardian Online.*
- These are often a replica of the print editions but also cover additional features such as archives, video content, and live updates.

2. Digital-Only News Platforms

- Example: *HuffPost, BuzzFeed News, Politico.*
- They have never existed in print form. They thrive on digital interactivity, SEO, and social media sharing.

3. Aggregators & Citizen Journalism Platforms

- Example: *Google News, Medium.*
- These typically compile content from different sources or may also allow citizen contributions, which help in creating more democratized forms of journalism.

Functions of Online Newspapers

- **Information Dissemination:** The delivery of breaking news swifter than any other medium.
- **Agenda Setting:** Allows issues to be perceived as important.
- **Public Engagement:** This allows for engendering debates and discourse through interactive features.

- **Watchdog Role:** This helps in investigating journalism and expose any means of corruption or malpractice swiftly.
- **Archival Function:** Digital archives provide easy access to past issues and stories.

Advantages of Online Newspapers

- It provides instant updates on events and breaking news.
- It has a potential global reach with minimal distribution costs.
- It is typically characterized by rich, multimedia-enhanced storytelling.
- It is an eco-friendly means of coverage as compared to paper-based formats.
- It carries a broader potential for reader engagement through interactive tools.

Challenges of Online Newspapers

- **Credibility and Fake News:** The speediness of digital coverage of events often risks misinformation and non-credibility.
- **Economic Sustainability:** Monetization strategies online can become challenging with new means of algorithms.
- **Information Overload:** The availability of excessive online content can overwhelm audiences.
- **Ethical Issues:** Clickbait headlines can be dangerous and data privacy concerns may complicate journalism ethics.

The Future of Online Newspapers

- The instrumental role of **AI-driven personalization** of news feeds can help with information overload.

- Increased use of **immersive technologies** such as VR and AR for storytelling can lead to more interactive engagements.
- The growth of **fact-checking tools** and **AI moderators** to double-check news can help with misinformation.
- There is a growing emphasis on **mobile-first journalism**, as smartphones seem to have dominated news consumption.

➤ ONLINE NEWSPAPER SPECIFIC VOCABULARY

This section provides a list of terminologies related to online newspaper. These terminologies are relevant for understanding the future of digital journalism.

Term	Definition
Online Journalism	The practice of reporting, writing, editing, and publishing news through digital platforms on the internet.
Digital Edition	The online version of a traditional print newspaper or magazine.
Multimedia Journalism	Journalism that combines text, audio, video, images, and graphics to tell stories.
Hyperlinking	Embedding links in online content to direct readers to related stories, sources, or references.
Interactive Media	Features that allow readers to engage with content, such as polls, comment sections, and quizzes.
Citizen Journalism	News reporting carried out by non-professional journalists, often using blogs, social media, or smartphones.
User-Generated Content (UGC)	Articles, videos, or photos created by audience members and shared by news outlets.
Clickbait	Sensational or misleading headlines designed to attract clicks rather than provide accurate content.
Paywall	A system that restricts access to online news content unless the reader pays a subscription fee.
SEO (Search Engine Optimization)	Strategies used by online news outlets to increase visibility and ranking on search engines.
Real-Time Reporting	Live coverage of news events as they happen, often updated minute by minute.
Podcast Journalism	Audio-based reporting distributed digitally, often through platforms like Spotify or Apple Podcasts.
Webcast	A live or recorded broadcast of news over the internet.

Figure 25: Vocabulary List for Online Newspaper

➤ EVALUATION AND ASSESSMENT

In this section, I provide post-lesson classroom activities, which are instrumental in retaining information and knowledge on the current topic. Activity 01 serves as a formative assessment as it allows the instructor to examine student’s understanding of online newspaper. This activity will allow the instructor to get feedback before any summative evaluation.

Activity 01: Online Newspaper Analysis and Presentation

This is a collaborative activity in which students will be asked to select one local or international online newspaper. Then they will be asked to examine key elements including headline, multimedia content and hyperlinks.

Evaluation criterion will be based on: *Conceptual understanding –critical thinking and comparison – use of vocabulary.*

Criteria	Excellent	Needs Improvement
Analysis & Comparison	Accurately identifies features and clearly compares online and print newspapers.	Misidentifies features or comparison is unclear/incomplete.
Communication & Vocabulary	Presents ideas clearly using correct media/journalistic terms.	Presentation unclear or terminology used incorrectly.

Figure 26: Assessment Rubric for Online Newspaper

UNIT 03 SUMMATIVE ASSESSMENT

The summative assessment evaluates students’ understanding of the key topics in Unit 03: Understanding Newspaper, Types of Newspaper, Online Newspaper. The Table below provides detailed summative assessment on UNIT 03.

Topic	Assessment Task	Type	Assessment Focus / Criteria	Weight
Understanding Newspaper	Write a short news article on a current event	Written Assignment	Accuracy of facts, clarity of lead, structure, journalistic style, use of WH questions	30%
Types of Newspaper	Classify and compare newspapers (broadsheet, tabloid, community, online)	Project / Presentation	Correct identification, analysis of format, audience, and content differences	30%
Online Newspaper	Analyze an online newspaper and present findings	Written Report / Mini-Presentation	Identification of online features (multimedia, hyperlinks, interactivity), comparison with print, clarity of communication, use of media vocabulary	40%

Figure 27: Summative Assessment for Unit 03

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