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

SEMESTER 1
(Core and Generic Elective Papers)

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

Paper Titles

Core Papers Semester I

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

Generic Elective Papers

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

SEMESTER I

Introduction to Journalism

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

Unit I- Understanding News
Ingredients of news
News: meaning, definition, nature
The news process: from the event to the reader (how news is carried from event to reader)
Hard news vs. Soft news
Basic components of a news story
Attribution, on-record, off-the record, embargo,
Verification, balance, fairness, brevity, dateline, credit line and byline.

Unit II - Different forms of print-A historical Perspective
Yellow journalism
Penny press, tabloid press
Language of news- Robert Gunning: Principles of clear writing
Rudolf Flesch formula- skills to write news
Unit III - Understanding the structure and construction of news
Organizing a news story, 5W’s and 1H, Inverted pyramid
Criteria for news worthiness, principles of news selection
Use of archives, sources of news, use of internet

Unit IV – Different mediums-a comparison
Language and principles of writing on different media platforms
Basic differences between the print, electronic and online journalism, Citizen Journalism

Unit V- Role of Media in a democracy
Responsibility to Society
Press and Democracy
Contemporary debates and issues relating to media
Paid news
Ethics in journalism

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

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

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

Assessment Method: As per rules of the University of Delhi

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

Essential Readings:


Suggested Readings:
**Introduction to Media and Communication**

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

**Unit I- Media and Everyday Life**  
Mobile phones, Television, Twitter, Instagram  
The Internet: discussion around media and everyday life  
Discussions around mediated and non mediated communication

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

**Unit III-Mass Communication and Effects Paradigm**  
Direct Effects; Mass Society Theory, Propaganda  
Limited Effects; Individual Difference Theory, Personal Influence Theory  
Digital influencers in the contemporary world

**Unit IV-Cultural Effects and the Emergence of an Alternative Paradigm**  
Cultural Effects: Agenda Setting,  
Spiral of Silence, Cultivation Analysis  
Critique of the effects paradigm and emergence of alternative paradigm

**Unit V-Four Models of Communication**  
Four Models of Communication: transmission models, ritual or expressive models, publicity model, reception model

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

**Teaching-Learning Process:** The course should ideally help identify media’s communicative potential through everyday examples such as mobile phone, television shows and other media use. It also will then help to think retrospectively of media use and its effects.
through live and vibrant examples from everyday experience. The teacher should try to inculcate in class the ability to critically understand media use through class room discussions. With its strong historical references, assignments can potentially be imagined over a range of topics such as propaganda during Nazi era, Soviet Republic and other regimes, Cold war propaganda, agenda setting during election campaigns, digital influencers in new media and so on.

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

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

**Essential Readings:**

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

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


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

**Suggested Readings:**


GENERIC ELECTIVE PAPERS

SEMESTER I

Basics of Journalism

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

Unit I- Understanding News
Ingredients of news
News: meaning, definition, nature
The news process: from the event to the reader (how news is carried from event to reader) Hard news versus. Soft news, basic components of a news story
Attribution, embargo, verification, balance and fairness, brevity, dateline, credit line and byline.

Unit II- Different forms of print- A historical perspective
Yellow journalism
Penny press, tabloid press
Language of news- Robert Gunning: Principles of clear writing,
Rudolf Flesch formula- skills to write news

Unit III- Understanding the structure and construction of news
Organizing a news story, 5W’s and 1H, Inverted pyramid
Criteria for news worthiness, principles of news selection
Use of archives, sources of news, use of internet

Unit IV- Different mediums- A comparison
Language and principles of writing
Basic differences between the print, electronic and online journalism
Citizen journalism

Unit V- Role of media in a democracy
Responsibility to Society
Press and Democracy
Contemporary debates and issues relating to media
Ethics in journalism
Project: Prepare a presentation on difference between Soft news and Hard news from the newspapers.

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

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

Assessment method: As per Delhi University Norms

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

Essential Readings:

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

Introduction to Media Studies

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

Unit II-Models of Communication
Transmission models
Ritual or Expressive models
Publicity Model
Reception Model

Unit III-Mass Communication and Effects Paradigm
Direct Effects: Mass Society Theory, Propaganda
Limited Effects: Individual Difference Theory, Personal Influence Theory
Public Opinion

Unit IV-Cultural Effects and the Emergence of an Alternative Paradigm
Critique of the effects Paradigm and emergence of alternative paradigm
Cultural Effects: Agenda Setting, Spiral of Silence
Cultivation Analysis

Unit V-Media and the Everyday
Media technologies and the everyday
Media and Modernity
Normative Theories of the Press
Media and the Public Sphere

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

Teaching-Learning Process: The course should ideally help identify media’s communicative potential through everyday examples such as mobile phone, television shows and other media use. It also will then help to think retrospectively of media use and its effects through live and vibrant examples from everyday experience.
The teacher should try to inculcate in class the ability to critically understand media use through class room discussions. With its strong historical references, assignments can potentially be imagined over a range of topics such as propaganda during Nazi era, Soviet Republic and other regimes, Cold war propaganda, agenda setting during election campaigns, digital influencers in new media and so on.

Assessment Method: As per Delhi University Rules
**Keywords:** Communication, Mass Communication, Everyday technology, Effects, Paradigm, Agenda Setting, Theory and Process.

**Essential Readings:**

Michael Ruffner and Michael Burgoon, Interpersonal Communication (New York, Holt, Rinehart and Winston 1981, 2134; 5972
John Fiske, Introduction to Communication Studies, (Routledge 1982), pp 138
Baran and Davis, Mass Communication Theory, Indian Edition, (South West Coengate Learning, 2006) pages 4264; 7184; 148153; 298236
Kevin Williams, Understanding Media Theory, (2003), pp.168188