

NewsReel2

2020-1-HU01-KA203-078824

Improving democratic sensitivity

A syllabus for Journalism and Media
Studies programmes



Erasmus+

New Teaching Fields for the Next Generation of Journalists

NewsReel2



1. Data on the programme

1.1 Field of study	Journalism/Communication and Media Studies
1.2 Recommended level [<i>Bachelor/ Masters</i>]	Bachelor
1.3 Recommended study programme/ qualification	Journalism/Communication and Media Studies

2. Data on the discipline

2.1 Name	Improving democratic sensibility
2.2 Recommended qualifications for the teacher [<i>practitioner, theoretician, PhD holder in a certain field of study, etc.</i>]	Theoretician; practitioner for seminars
2.3 Year of study [<i>entry level/ advanced</i>]	2nd
2.4. Evaluation type [<i>examination/ project/ portfolio/essay</i>]	Essay
2.5. Type of discipline [<i>facultative, compulsory</i>]	Compulsory

3. Total time - estimated [hours per semester of student activity]

3.1 Number of hours per week	2	From which: 3.2 course [<i>theory</i>]	2 (11 weeks)	3.3 seminar [<i>theory & practice</i>]/laboratory [<i>practice & laboratory</i>]	2 (3 weeks)
3.4 Total number of hours [<i>3.1 X number of weeks; 12-14 weeks per semester</i>]	28	From which: 3.5 course [<i>theory</i>]	22	3.6 seminar [<i>theory & practice</i>]/ laboratory [<i>practice & laboratory</i>]	6
Time distribution					Hours
Individual study using a manual, course support, bibliography, notes from the course					90
Documentation online and/ or on the field					0

Preparing homework: individual or teamwork, portfolios, essays, etc.	50
Tutoring	0
Examinations	0
Other activities	0
3.7 Total hour of individual study	140
3.8 Total hours per semester (3.4. + 3.7)	168
3.9 Number of ECTS	6

4. Preconditions (if applicable)

[Who are the intended students]

4.1 curriculum preconditions (recommended previous courses)	Introductory courses in journalism and/or media studies
4.2 competences preconditions	N/A

5. Infrastructure needed (if applicable)

5.1 for the course	Classroom with computer and projector, internet access
5.2 for the seminar/laboratory	The same as for the course plus laptops and internet access for each student

6. Specific abilities

[What do we want students to be able to do]

6.1. Professional competencies <i>[job skills to be developed]</i>	<p>Translate theoretical insights into journalistic practice and vice versa.</p> <p>Understand key problems of the media and democracy relationship.</p> <p>Understand (English) terminology in the field.</p> <p>Skills to conduct critical analysis of the media.</p> <p>Skills to review academic literature.</p> <p>Skills to plan and produce case studies in the field.</p>
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	Essay writing skills. Presentation skills. Discussion and debate.
6.2. Transversal competencies <i>[team work, critical thinking, global citizenship, etc.]</i>	Critical thinking. Analytical thinking. Independent work. Teamwork.

7. Discipline's objectives

[related to developing abilities & competencies]

7.1 General objective	Students have an in-depth understanding of the roles of media, journalists and journalism in democracy and the key challenges that they currently face.
7.2 Specific objectives <i>[Learning outcomes – observable, measurable]</i>	<ul style="list-style-type: none"> • Understand the reciprocal relationships between media and democracy. • Evaluate the role of journalism and journalists in a democratic society. • Critically analyse academic literature on the topic and report the results of the analysis in an academic way. • Apply normative theories of media to current cases and critique them considering contemporary communication development. • Know the key concepts and vocabulary of the topic.

8. Content

[for 12 weeks]

8.1. Course	Teaching methods <i>[connected to professional & transversal competencies]</i>	Observations <i>[link among proposed teaching methods and intended competences]</i>
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<p>Course - week 1</p> <p>Introduction to the new challenges for media and democracy topic</p>	<p>Lecture and questions/answers</p>	<p>Structure of the course.</p> <p>Basic terminology.</p> <p>Assignments.</p> <p>Evaluation criteria.</p>
<p>Course – week 2</p> <p>Media and journalists in democratic societies</p>	<p>E-learning, self-study.</p>	<p>Normative theory of journalism in democracy.</p> <p>a. Functions of media in democratic society.</p> <p>b. Independence and plurality of media.</p>
<p>Course – week 3</p> <p>Media and journalists in democratic societies</p>	<p>Lecture and discussion</p>	<p>Current challenges to the normative theory.</p> <p>a. Political, economic, and technological pressures on media.</p> <p>b. Polarization and fragmentation of media and audiences. Trust in media.</p>
<p>Course - week 5</p> <p>Power of the media in democratic societies</p>	<p>E-learning, self-study.</p>	<p>Power of the media in democracy.</p> <p>a. Political economy of media.</p> <p>b. Public sphere, public citizenship, public service media.</p> <p>c. Media ownership and media plurality.</p>
<p>Course – week 6</p> <p>Power of the media in democratic societies</p>	<p>Lecture and discussion.</p>	<p>Current challenges to the power of the media in democracy.</p> <p>a. Media ownership/market concentration.</p> <p>b. Commodification and commercialization of media.</p> <p>c. Converged media environment. Social media and journalism.</p>
<p>Course – week 8</p>	<p>E-learning, self-study.</p>	<p>Journalists in democracy.</p>

Responsibility of journalists in democratic societies		<p>a. Independence and professionalism of journalists.</p> <p>b. Journalistic responsibility and ethics.</p> <p>c. Roles of journalists.</p>
<p>Course – week 9</p> <p>Responsibility of journalists in democratic societies</p>	E-learning, self-study.	<p>Current challenges for journalists in democracy.</p> <p>a. Journalistic professional autonomy. Censorship and self-censorship.</p> <p>b. Power relations of the actors – journalists, owners, advertisers, and politicians. “Non-professional” content providers (citizen journalism). Politicization of the media.</p> <p>c. Journalism as a lifelong project (training, burn-out, insecurity).</p>
<p>Course – week 11</p> <p>Improving democratic sensibility</p>	Discussion.	Proposed individual and organizational solutions of current challenges for media and democracy.
<p>Course – week 12</p> <p>Wrap up</p>	Discussion and evaluation.	
8.2 Seminar/laboratory		
	<p>Teaching methods</p> <p><i>[connected to professional & transversal competencies]</i></p>	<p>Observations</p> <p><i>[link among proposed teaching methods and intended competences]</i></p>
<p>Seminar – week 4</p> <p>Media and journalists in democratic societies</p>	Presentations and discussion.	<p>Analysis of a current media case in the context of the discussed theories.</p> <p>Presentation of a selected case study.</p> <p>Discussion with a selected professional journalist.</p>
<p>Seminar – week 7</p> <p>Power of the media in democratic societies</p>	Presentations and discussion.	<p>Analysis of a current media case in the context of the discussed theories.</p> <p>Presentation of a selected case study.</p>

		Discussion with a selected professional journalist.
Seminar – week 10 Responsibility of journalists in democratic societies	Presentations and discussion.	Analysis of a current media case in the context of the discussed theories. Presentation of a selected case study. Discussion with a selected professional journalist.

9.1. Compulsory (core) bibliography

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10. How is the discipline connected to the expectations of the professional /epistemic community

In the context of *improving democratic sensibility*, journalists understand media as a vital part of democratic society. They mainly emphasise the importance of emancipating professional journalism from online platforms and strengthening trust in media; as well as the importance of up-to-date, long-term and ongoing training for journalists.

11. How is the discipline connected to the rest of the journalistic / communication studies curriculum

Critically analyse and monitor new challenges of media, journalism and journalists in democracy is one of the basic topics for journalism/media studies field. It is therefore one of the pillars and at the same time a starting point for more specialized and detailed courses in the journalistic/communication studies curriculum.

12. Evaluation

[How to measure students' acquired abilities, through different instruments, such as: tests; analyses of existing journalistic examples; essays; suggested portfolio]

Type of activity	12.1 Evaluation criteria	12.2 Evaluation methods
Course	Class participation (5 %)	Knowledge of compulsory reading, ability to answer questions during the lecture or/and discuss topics.
	Individual assignment – Essay (50 %)	Written academic essay (max. 10 pages) focused on one of the topics of the course. Author can get 0 to 50 points.
Seminar/laboratory	Group assignments – 3 case studies (15 %, max. 5 % each)	Written summary (max. 1 page) as a basis for later presentation focused on one of the topics of the seminars. Group of authors can get 0 to 5 points for each summary).
	Group assignments – 3 presentations and discussion (30 %, max. 10 % each)	Written presentation, presentation (max. 10 minutes), and discussion on the selected topic. Group of authors can get 0 to 10 points for each presentation.
12.3 Minimum performance standard [linked to specific objectives/ learning outcomes] 60 % of the overall score; all tasks must be finished and submitted/performed		

13. Rationale

Benchmarking courses

Topical courses:

<https://web-app.usc.edu/soc/syllabus/20193/21911.pdf>

<https://web-app.usc.edu/soc/syllabus/20203/21012.pdf>

<https://canvas.auckland.ac.nz/courses/23897/assignments/syllabus>

<https://canvas.harvard.edu/courses/94683/files/12940145?verifier=WyBImZvh45tVqJ5KvpqtJR96bV3WWWh4qvRPsjugy&wrap=1>

<https://ois2.ut.ee/#/courses/SVUH.00.038/version/9a9ff9b4-0b23-56ee-ec03-533bec977107/details>

<https://studiegids.uva.nl/xmlpages/page/2020-2021-en/search-course/course/81717>

<https://www.uio.no/studier/emner/hf/imk/MEVIT1300/index.html>

<https://www.uio.no/studier/emner/hf/imk/MEVIT4350/index.html>

<https://www.uio.no/studier/emner/hf/imk/mevit2112/index.html>

<https://www.uio.no/studier/emner/hf/imk/MEVIT2113/index.html>

Course design:

<http://www.washington.edu/teaching/teaching-resources/preparing-to-teach/designing-your-course-and-syllabus/>

Distinction among Learning Goals/ Objectives and Outcomes:

<https://provost.asu.edu/sites/default/files/page/1595/student-learning-outcomes.pdf>

Transversal competencies:

<http://unesdoc.unesco.org/images/0024/002465/246590E.pdf>

Professional competencies:

<http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy>

European Credit Transfer and Accumulation System (ECTS):

One credit point means 25-30 hours of workload

https://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en

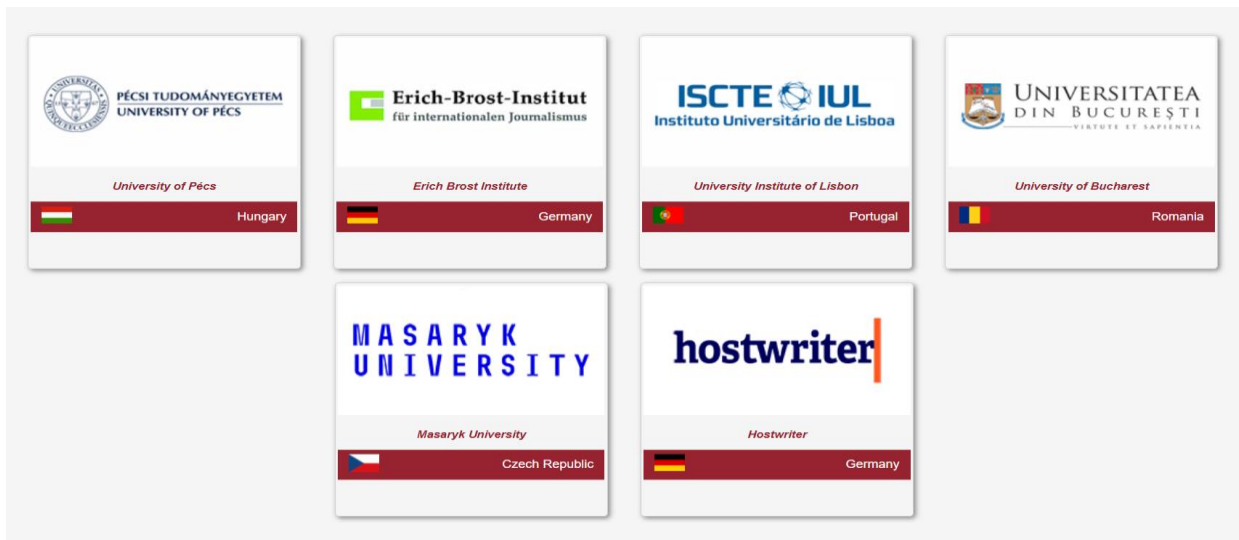
Experiential learning, journalism:

<http://www.zurnalai.vu.lt/files/journals/6/articles/72/public/zt-nr2-3.pdf>

<http://www.zurnalai.vu.lt/files/journals/6/articles/72/public/zt-nr2-3.pdf>



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A syllabus for Journalism and
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