

NewsReel2

2020-1-HU01-KA203-078824

Introduction to International Reporting

A syllabus for Journalism and Mass
Communication programmes



Erasmus+

New Teaching Fields for the Next Generation of Journalist

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/Mass Communication

2. Data on the discipline

2.1 Name	Introduction to International Reporting
2.2 Recommended qualifications for the teacher [<i>practitioner, theoretician, PhD holder in a certain field of study, etc.</i>]	Theoretician (practical experience useful); practitioners for laboratory
2.3 Year of study [<i>entry level/ advanced</i>]	2nd or 3rd (middle level to advance)
2.4. Evaluation type [<i>examination/ project/ portfolio/essay</i>]	Portfolio/Written term paper
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 (10 weeks)	3.3 seminar [<i>theory & practice</i>]/laboratory [<i>practice & laboratory</i>]	2 weeks
3.4 Total number of hours [<i>3.1 X number of weeks; 12-14 weeks per semester</i>]	24	From which: 3.5 course [<i>theory</i>]	20	3.6 seminar [<i>theory & practice</i>]/ laboratory [<i>practice & laboratory</i>]	4
Time distribution					Hours
Individual study using a manual, course support, bibliography, notes from the course					70
Documentation online and/ or on the field					0
Preparing homework: individual or teamwork, portfolios, essays, etc.					70

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)	164
3.9 Number of ECTS	6

4. Preconditions (if applicable)

[Who are the intended students]

4.1 curriculum preconditions (recommended previous courses)	Introductory courses to journalism and/or media studies
4.2 competences preconditions	Basic academic writing and research skills

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>Acquiring basic knowledge & skills for a potential career in international reporting or other international media fields</p> <p>Understand key problems and challenges in international reporting</p> <p>Understand the structures of international reporting and foreign coverage</p> <p>Be(com)ing aware of the influence of (national) bias and stereotypes in international reporting</p> <p>Skills to review academic literature</p>
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	<p>Discussion and debate / preparation of a panel discussion (interview & research skills)</p> <p>Essay/paper writing skills</p>
<p>6.2. Transversal competencies</p> <p><i>[team work, critical thinking, global citizenship, etc.]</i></p>	<p>Intercultural skills, critical thinking, empathy, global citizenship</p>

7. Discipline's objectives

[related to developing abilities & competencies]

<p>7.1 General objective</p>	<p>The overall objective is that students gain knowledge and are able to reflect and discuss the contents, contexts, structures, and challenges of foreign coverage. They should also be aware of more innovative forms of international reporting, such as cross-border collaborative journalism.</p>
<p>7.2 Specific objectives</p> <p><i>[Learning outcomes – observable, measurable]</i></p>	<p>By the end of the semester, students in this course will:</p> <ul style="list-style-type: none"> • Know the key concepts and vocabulary of the subject • Understand the key features and challenges of transnational news flows • Understand the functions and structures of international reporting • Be aware of key academic findings & concepts on the topic and their potential transfer to journalism practice • Be aware of concepts such as global journalism, glocal journalism, transnational media, as well as collaborative cross-border journalism • Be sensitive to cultural or national bias and stereotypes when approaching international/global topics • Be sensitive towards a potential negativity bias and focus on war and conflict in foreign coverage/international reporting • Be able to identify and discuss good practices of foreign coverage/international reporting

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>
Course - week 1 Introduction to course subject of and course organization	Lecture on the subject & course structure + Q&A and discussion.	Students understand basic concepts, definitions, vocabulary, and challenges of the course subject. Students understand the structure of the course (blended learning approach, panel discussion, workshop) and what workload and assignments to expect during the course
Course – week 2 Introduction to Contemporary Geopolitics & International Relations	E-learning, self-study	Identify main issues and challenges in contemporary geopolitics and international relations from a globally minded perspective Understand key features & challenges related to globalization of politics Get basic knowledge about the most important international and multilateral organizations
Course – week 3 Structures of foreign reporting	E-learning, self-study	Get to know basic definitions of foreign reporting Learn about the main structures of & different roles in foreign coverage/typologies of journalists covering the issue (e.g. editor, foreign correspondent, “parachutist”/special envoy, fixer/stringer, foreign correspondent, local foreign correspondent...)
Course - week 4 Geographies of news	E-learning, self-study	Learn about the historical development and current state of transnational news flows Understand why certain foreign countries are covered, and why there is less attention to others

		Understand the impact of news values on foreign news
Course – week 5 Wrapping-up of seminar content and knowledge acquired so far	Flashlight presentations by students on a given topic from the e-learnings (in groups), feedback from lecturer, lecture wrapping-up the results, discussion	Summarize & present selected learnings and findings to other students Reflect and discuss these findings against the background of professional values and ethics of journalism
Course – week 6 Contents of Foreign Reporting	E-learning, self-study	Get to know major academic findings on the contents of foreign and international reporting (e.g.: focus on negativity, cultural or political proximity, stereotypes, ...) Deal with selected academic studies on foreign reporting Understand the key features and challenges of international reporting of war and conflict as one particularly relevant topic in foreign news coverage
Course – week 7 Reporting War and Conflict: A closer look	Lecture, discussion	Get a more profound understanding of both academic literature and professional practice in reporting war and conflict
Course – week 8 Towards a Global Journalism? Challenges vs. Innovations in International Reporting	E-learning, self-study	Summarize and reflect on key criticisms of international reporting Learn about innovative approaches to international reporting, such as global journalism, transnational media, and cross-border journalism, and the respective challenges related to these
Course – week 9 Wrapping up of contents, preparation of panel discussion (see week 11)	Wrapping up by lecturer, Presentation by students – individually or in groups, these serve as “pitches” for potential topics/presentations to be dealt with in the panel discussion, discussion	Summarize and analyse key aspects of the seminar topic Transfer theoretical knowledge into concise questions to be asked to practitioners

<p>Course – week 12</p> <p>Panel discussion & course wrap-up & Evaluation</p>	<p>Lecture, discussion</p>	<p>Reflecting, summarizing, discussing and evaluating the knowledge acquired</p> <p>Develop ideas for the topical focus and subject of individual term papers</p>
<p>8.2 Seminar/laboratory</p>	<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 10</p> <p>Challenging bias & stereotypes & developing a cross-border collaborative mindset</p>	<p>Workshop with practitioners or experienced lecturers (e.g. cross-border journalists, experts in cross-cultural communication, NGO Hostwriter, depending on availability and focus of the specific implementation of the course)</p>	<p>Learn more about bias and stereotypes</p> <p>Deepen knowledge and understanding of cross-border and cross-cultural collaborative approaches</p> <p>Be aware of and get to know basic skills to challenge ones' own (conscious or unconscious) expectations towards international topics</p>
<p>Seminar - week 11</p> <p>Panel discussion on the current state & future of international reporting (or a more precise aspect of the issue to be developed together with the students of the course, e.g.: What skills and competences are needed for future international reporters?)</p>	<p>Panel discussion with practitioners: Journalists representing different fields of international reporting (e.g.: foreign affairs editor, cross-border collaborative journalists, foreign correspondent, parachutist, fixer, depending on availability and focus - panelists should represent at least three different roles)</p>	<p>Getting insights from journalism practice</p> <p>Transfer theoretical knowledge into concise questions to be asked to practitioners</p> <p>Prepare & carry out a panel presentation taking on different roles (e.g., moderator, timekeeper, photographer,...)</p>

Note on conducting the course: Many course contents will be acquired by the students with the help of the e-learning material as well as self-study of relevant literature, presence sessions will be limited. Instead, block sessions will be arranged to allow for group discussions and activities. Special time slots during the block sessions will be allocated to allow for discussion and questions on the e-learning material.

A range of presence sessions will be held towards the end, with a panel discussion to be organized and conducted by the student group (with the support of the lecturer) as a special session. The panel discussion with experienced journalists working in the field of international coverage (Week 11) will be open to all students and staff of the respective university, or even the general public. Consequently, it does not necessarily need to take place in the usual time slot of the presence sessions. Students will take on specific roles during the preparation of the panel discussion and the discussion itself, such as writing a short bio about the guests, co-hosting the discussion, presenting selected academic findings/course outcomes to the panelists and audience, taking photos, promoting and summarizing the discussion on social media, and so on (tasks depending on the number of participants). In Week 9, the student group will collectively discuss and decide on which topics to cover in the discussion, thereby summarizing and reflecting the course content. In this session, also the tasks for the panel discussion will be distributed, leaving students with two more weeks to prepare for it. Thus, the panel discussion will help students to engage with the course content, while at the same time providing them with an opportunity to gain insights from and ask questions to practitioners from the field. A workshop on cross-cultural skills and awareness of bias and stereotypes complements the course and will prepare students with some basic skills which are important for working in international and cross-cultural environments.

9.1. Compulsory (core) bibliography

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- Terzis, G. (Ed.). 2015. *Mapping Foreign Correspondence in Europe*. London, New York: Routledge.
- UNESCO. 1980. *Many voices, one world: towards a new, more just, and more efficient world information and communication order*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000040066>
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- Wilke, J., Heimprecht, C., & Cohen, A. (2012). The geography of foreign news on television: A comparative study of 17 countries. *International Communication Gazette* 74(4): 301-322. doi: 10.1177/1748048512439812
- Willnat, L., & Martin, J. 2012. Foreign Correspondents – An Endangered Species? In D. H. Weaver & L. Willnat (Eds.), *The Global Journalist in the 21st Century*, 495-510. New York, London: Routledge.
- Wu, H. D. 2019. International coverage. In T. P. Vos & F. Hanusch (Eds.), *The International Encyclopedia of Journalism Studies*. Chichester: Wiley-Blackwell

9.2. Additional bibliography

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- Chouliaraki, L. 2006. *The Spectatorship of Suffering*. London: Sage.
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- Shoemaker, P. J., & Cohen, A. A. 2012. *News around the world: Content, practitioners, and the public*. New York: Taylor & Francis.

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

The course aims to sensitize students to current issues and challenges in the field of international reporting. The focus of the class on innovations and possible methods to deal with challenges of international reporting, as well as on bias and stereotypes, will provide students with an excellent starting point to develop and process their own ideas of how to improve international reporting and help to stipulate the cross-cultural awareness and critically global mindset often demanded by practitioners in the field.

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

The course builds on existing journalism practice and journalism research courses. It aims to convey basic knowledge of an important field of journalism/news genre. It intends to enable students to critically reflect on a field of journalism using insights from academia. Furthermore, it may be seen as an opportunity for students to start specializing in this specific field of news coverage.

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	Presence and participation during sessions (5%) Presentation assignment (20%)	Knowledge of the compulsory reading, ability to answer questions during the lectures or/and discuss topics. Presentation of a key aspect of the seminar topic in Session 5 (students to work together in groups, max. 8 minutes flashlight presentations)
Seminar/laboratory	Panel discussion assignment (5%)	Participation in the preparation of the panel discussion in different roles (see above)
Final assignment	Term paper (70%)	Students will write a 20-pages term paper (research paper) on a self-selected topic (to be discussed with the lecturer) from the field of foreign/international reporting, drawing on insights from academia and the knowledge acquired during the course
12.3 Minimum performance standard [linked to specific objectives/ learning outcomes] 60 % of the overall score; all tasks must be finished and submitted/performed In-depth knowledge of structures, contents, key terms, debates, challenges of the field. Reflection of challenges and innovations to international reporting.		

13. Rationale

Benchmarking courses

Benchmarking courses (links):

Topical courses/toolkits/manuals/e-learnings and similar:

n-ost Cross-Border Playbook:

<https://playbook.n-ost.org/finding-stories/why-cross-border-journalism>

Prague School Crowdfunding and Collaborative Journalism Course:

<https://www.pragueschool.media/crowdfunding-and-collaborative-journalism-course>

The School of the New York Times: The Foreign Correspondent: Global Reporting

<https://nytedu.com/courses/pre-college/the-foreign-correspondent-global-reporting-2/>

USC Annenberg Introduction to International Reporting:

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj26JrelMDzAhUe_7sIHfuBA1UQFnoECB0QAQ&url=https%3A%2F%2Fweb-app.usc.edu%2Fsoc%2Fsyllabus%2F20192%2F21192.doc&usq=AOvVaw0jJuL7DZzUCLi4knX01g03

Harvard University Foreign Correspondence:

<https://online-learning.harvard.edu/course/foreign-correspondence?delta=0>

Utrecht University of Applied Sciences Cross-Border Journalism:

<https://www.internationalhu.com/exchange-programmes/cross-border-journalism>

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

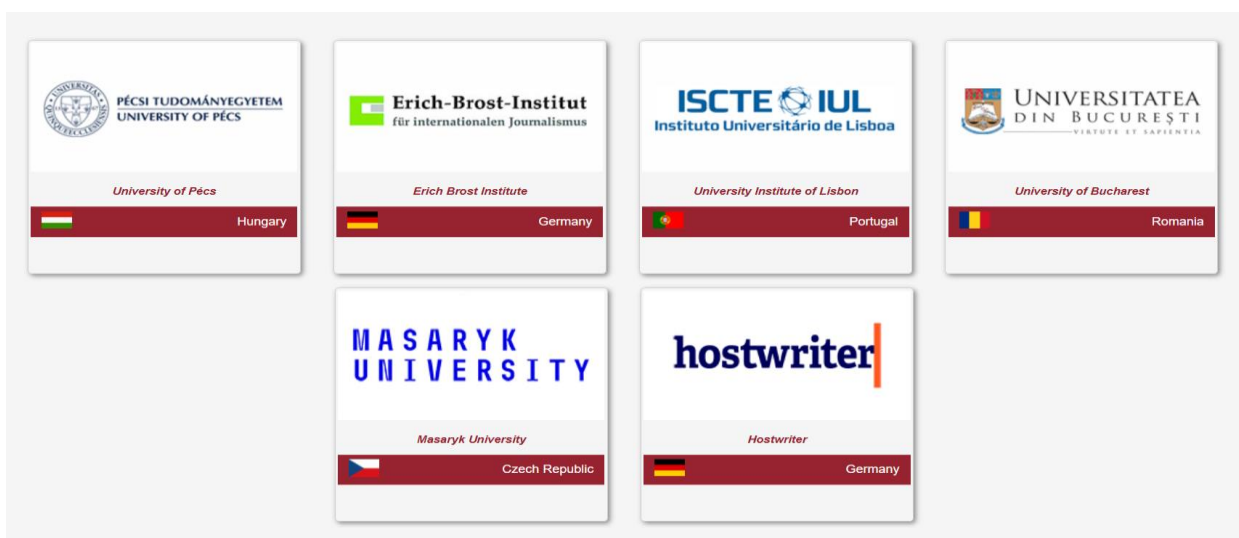
https://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en

Experiential learning, journalism:

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



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