

MA Syllabus
Journalism and Mass Communication
SEMESTER-II

Course Catalogue of M.A. Journalism and Mass Communication

SEMESTER- 2 (*Spring- Session*)

S. No	Course Title		Course Code	Credits	Course Nature
1.	Editing in Print Media		JMC550C	04	Core
2.	Convergent Journalism		JMC551C	04	Core
3.	Television Journalism		JMC552C	04	Core
4.	Media and Gender		JMC553E	02	Elective Discipline Centric (Four credits to be chosen)
5.	Film Studies		JMC554E	02	
6.	Advertising		JMC555E	02	
7.	Science Communication		JMC556E	02	
8.	Health Communication		JMC557E	02	
9.	Media Output-I	News Magazine: <i>Times Echo</i> (JMC558Ca)	JMC558C	02	Compulsory (Two credits to be chosen)
		Radio Programme: <i>Pesh Kadam</i> (JMC558Cb)		02	
	OPEN ELECTIVE	Offered by other Departments		04	Elective (Inter- disciplinary)
Total Credits for Semester II					22

Course Objectives

- To hone the news editing skills of journalism students.
- To understand different stages of news production, from writing and editing to layout design and printing.

Course Outcomes

- Students shall understand the functioning of various departments as well as roles of editors of various ranks in a newspaper organisation.
- They will understand the vocabulary spoken by editors in a newsroom.

Unit I Digital Editing

- Editing– Concept and Significance
- Degrees and Methods of Sub-editing
- Editing Tips and Checklist; Editing of News Stories (practical)
- Gate Keeping
- Vocabulary Used in Newsroom

Unit II Organisational Structure

- Organisational Structure of Newspaper offices
- Role of Editor-in-Chief, Chief Sub Editor and Sub Editor in News Room
- Brief History (Initial) of Print Journalism in India (upto 1821)
- Relevance of Print Media in Contemporary Times
- News Agency: Characteristics, Financial Structure, Organisational Structure

Unit III Editors' Responsibilities

- Proof Reading
- Opinion Pieces and Editorials (Types, Editorial Writing)
- Photo-captions- Principals, Types
- Headlines: Functions, Punctuations in Headlines, Principles of Headline Writing
- Patterns and Types of Headlines

Unit IV Layout Designing

- Layout Designing: Concept
- Elements and Principles of Layout Designing
- Types of Layout Designing
- Layout Terminology
- Workshop on Layout Designing Basics

Practical Work

Practical work will involve the exercises as per the details above. The students are required to edit news stories and press releases, and also convert scattered newsworthy information into news stories. They shall also be taken on a field visit to newspaper organisations to help them understand functioning of various departments of a news organisation. The students shall also be asked to compare editorials of two or more newspapers and try to identify their distinct approaches. The practical work will be assigned and assessed by the concerned faculty.

Suggested Readings

- Butcher, J. (2007). *Butcher's Copy Editing*. London: Cambridge University Press.
- Giles, V., & F.W. Hodgson. (1996). *Creative Newspaper Design*. Massachusetts: Focal Press.
- Harcup, T. (2009). *Journalism Principles and Practices*. London: SAGE.
- Hodgson, F. W. (1997). *Subediting: A Handbook of Modern Newspaper Editing and Production*. Focal Press.
- Hutt, A. (1967). *Newspaper Design*. London: Oxford University Press.
- Quinn, S. (2002). *Digital Sub-editing and Design*. Focal Press.
- Sarkar, N. N. (2012). *Art and Print Production*. New Delhi: Oxford University Press.
- Saxena, S. (2006). *Headline Writing*. New Delhi: SAGE Publications Pvt. Ltd.

Course Objectives

- To understand the concepts and principles of convergent journalism which significantly involves demonstrating the importance of multimedia storytelling, cross-platform content creation, and audience engagement.
- Demonstrating the art of develop proficiency in various media formats and helping the students to acquire practical skills to produce compelling content in each format and understand how to adapt storytelling techniques to suit different platforms.

Course Outcomes

- Students shall be able to proficiently use digital tools and techniques to create and disseminate the inclusive news content that resonates with the readers demands across multiple platforms.
- Students shall produce cross-platform content creation, news content in a convergent newsroom environment and contribute effectively as part of a team.

Unit I Digital Revolution and Global media

- Media convergence: concept and origins
- Media convergence models; globalized content
- Challenges to traditional media
- Internet as Information Highway; Network Society
- Trends in global media convergence

Unit II Understanding Online news mechanism

- Forms & characteristics of online news
- Hyper-Textuality in news content
- Introduction to data gathering tools
- Wiki Journalism & Crowdsourcing
- AI-powered news production

Unit III Multimedia Story-telling

- Multimedia story forms and their elements
- Multimedia packages and Interactivity
- Case studies: Digital-born websites, news portals
- Audience Engagement and Participation
- Personalization and Customization

Unit IV Participatory Journalism and Social Media

- Evolution and Forms of participatory journalism
- Social media integration in news landscape
- Collaborative Journalism; Collaborative platforms
- Social media as alternative media; opportunities and challenges
- User-Generated Content and Citizen Journalism

Practical Work

- Students to produce multimedia content keeping in view the principles of convergent journalism

Students to study various media outlets and understand their work and content in a convergent media landscape

The students are required to:

- Submit two news items as examples of convergent journalism
- Present their work on convergent journalism (with proper visualization elements) to the class for feedback and discussion.

Suggested Readings

- Chakravathy, J (2003) *Cyber Media Journalism: Emerging Technology*. Delhi: Authors Press
- Dwyer, T. (2010). *EBOOK: Media Convergence*. McGraw-Hill Education (UK).
- Filak, V. F. (Ed.). (2019). *Convergent Journalism: An Introduction: Writing and Producing Across Media*. Routledge.
- Kolodzy, J. (2013). *Practicing convergence journalism: An introduction to cross-media storytelling*. Routledge.
- Lawson-Borders, G. (2006). *Media organizations and convergence: case studies of media convergence pioneers*. Routledge.
- Quinn, S. (2006). *Convergent journalism: The fundamentals of multimedia reporting*. Peter Lang.

Course Objectives

- To understand the characteristics and role of television as a medium for news delivery and develop skills in writing, reporting, and editing specifically for television journalism
- To develop and visualise TV news ideas of societal relevance.

Course Outcomes

- Students will conceive, produce and deliver TV news assignments and present PTC.
- Students will demonstrate a comprehensive understanding of television journalism, including genres of TV news programs, and the process involved in producing programs for television.

Unit I Introduction to Television Journalism

- Overview of Television as a communication medium
- History of TV News in India
- Formats of TV news
- Generating story ideas
- Sources

Unit II TV News Writing

- Fundamentals of television news story construction
- Basic principles of TV reporting
- Adapting reporting style for TV journalism
- Scriptwriting for TV News
- Interview Techniques for TV News

Unit III Visualising News

- Camera shots, angles, and movements used in news coverage
- Piece to camera —PTC
- Studio lighting principles
- Basic television editing and post-production equipment
- Introduction to transition devices and effects

Unit IV Television News and Documentary Production

- News Packages
- Art of documentary making
- Exploring Expressionism in Television Production
- Incorporating digital media and online platforms in television journalism
- Adapting to the current TV landscape

Practical Work

- Students to work on ideas for different TV news genres
- Conduct and record interviews
- Record and submit PTC
- Shoot visuals for news and write scripts for individual projects.

Suggested Readings

- Alexander, R., Stewart, P. (2021). *Broadcast Journalism Techniques of Radio and Television News*. Routledge
- Boyd, A. (2012). *Broadcast journalism* (6th ed.). Focal Press
- Cruikshank, S. A., Eschenfelder, C. C., & Coleman, K. (2022). *A complete guide to television, field, and digital producing* (1st ed.). Routledge.
- Cushion, S. (2011). *Television Journalism* (3rd ed.). Sage Publications.
- Herbert. (2002). *Television Production Handbook*. Australia: Thompson.
- Mehta, N. (2009). *India on television: How satellite news channels have changed the way we think and act*. Harper Collins.
- Saxena, Gopal. (1997). *Television in India: Changes and Challenges*. Delhi: Vikas Publishing.
- Sidlow, F., & Stephens, K. (2022). *Broadcast news in the digital age: A guide to reporting, producing, and anchoring online and on TV*. Routledge.
- Silcock, B. W., Heider, D., & Rogus, M. T. (2009). *Managing television news: A handbook for ethical and effective producing*. Routledge.
- Stewart, P., & Alexander, R. (2016). *Broadcast Journalism: Techniques of Radio and Television News* (7th ed.). New York: Routledge
- Thompson, R., & Malone, C. (n.d.). *The Broadcast Journalism Handbook: A Television News Survival Guide*. USA: Rowman and Littlefield Publishers
- Tyrrell, R. (1972). *The Work of the Television Journalist*. Focal Press
- Vasanti, P. N., & Kumar, P. (2016). *TV News Channels in India: Business, Content & Regulation*. Academic Foundation.
- Winterson, D. (2010). *TV Journalism: Skills, Tools and Techniques*. Centrum Press.
- Yorke, Ivor. (2017). *Television News*. Routledge
- Zettl, Herbert. (2014). *Television Production Handbook*. Australia: Cengage Learning.

Course Objectives

- To make students learn the concepts of gender and gender role differentiation.
- To understand how news media covers the gender issues.

Course Outcomes

- The course shall help students understand as to how gender affects the production of media and vice versa.
- They shall also be sensitized in gender reporting and representation.

Unit I Understanding Gender

- Gender- Concept, gender roles
- Gender discrimination and Gender sensitisation
- Gender and Empowerment
- Gender Role Differentiation (LGBTQ)
- Basic Feminist theory and media

Unit II Gender and Media

- Gender stereotypes- An overview
- Gender portrayal in advertisements, films, social media
- Media coverage of gender issues
- Representation of women in media- Case studies
- Understanding patriarchy, Gender discrimination and Social Inequality

Suggested Readings

- Butler, J. (2011). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.
- Carter, C., L, Steiner., & L, McLaughlin. (2013). *Companion of Media and Gender*. New York: Routledge.
- Chingamuka, S, & G, Danny. (eds.) (2012). *Gender and Media Diversity Journal - Gender, Popular Culture and Media Freedom*. South Africa: Gender Links.
- Sara, M. (2011). *Gender and Feminism: Theory, Methodology and Practice*. New York: Routledge.

The course explores the art, history, and cultural impact as well as various genres, styles, and movements within the medium of cinema to help students gain an understanding of the technical, artistic, and social elements that go into the creation of movies. Students also learn how to analyze films, interpret their meaning, and evaluate their cultural significance. By studying film, students develop critical thinking skills and gain a deeper appreciation for one of the most influential art forms of the 20th and 21st centuries.

Course Objectives

- To develop an awareness of films as an artistic medium and therefore refine critical thinking skills among students.
- To identify and define the formal and stylistic elements of films and their relation to the overall narrative.

Course Outcomes

- Students would be able to develop a critical understanding of cinema and be able to critically evaluate film structure.
- Students should be able to analyze the basic cinematic language (the construction of film images, systems of film editing, film sound, and the varied modes of organizing these core elements (narrative, non-narrative, etc.).

Unit I Understanding the World of Cinema

- Film as a medium
- Cinema and Society
- Evolution of Cinema
- Contemporary Trends
- Audience Demographics and Film Genre Preferences

Unit II Language of Cinema

- Basic elements (mis-en-scene, cinematography, editing, sound)
- Visual Storytelling & Aesthetics
- Film Form
- Basic Film Theories
- Film Criticism

Practical Work

- Students to critically evaluate films based on analysis of various elements and theories.
- They would work on a film project during the semester.

Suggested Readings

- Boggs, J., & Petrie, D. W. (2020). *The art of watching films*. McGraw-Hill Education.
- Braudy, L., & Cohen, M. (2016). *Film theory and criticism: Introductory readings*. Oxford University Press.
- Brown, B. (2021). *Cinematography: Theory and Practice: For Cinematographers and Directors*. Routledge.
- Giannetti, L. (2016). *Understanding movies*. Pearson.
- Grant, B. K. (Ed.). (2012). *Film genre reader*. University of Texas Press
- Kolker, R. P., & Gordon, M. (2024). *Film, Form, and Culture*. Routledge.
- Lash, D., & Law, H. L. (2023). *Gilles Deleuze and Film Criticism: Philosophy, Theory, and the Individual Film*. Palgrave Macmillan
- Monaco, J. (2010). *How to read a film*. Oxford University Press.
- Rajadhyaksha, A. (2016). *Indian Cinema: A Very Short Introduction*. Oxford University Press.
- Robotham, T. (2021). *Cinematic Storytelling: A Comprehensive Guide for Directors and Cinematographers*. Routledge.
- Shapiro, M. (2020). *The Cinematic Political: Film Composition as Political Theory*. Routledge.
- Stevens, K. (Ed.). (2022). *The Oxford Handbook of Film Theory* (Online ed.). Oxford Academic.

The advertising industry is booming, offering lucrative opportunities for both creative minds and business-savvy individuals. This course equips students with the theoretical knowledge and practical skills they need to navigate the multifaceted world of advertising. Students will gain a well-rounded perspective, allowing them to develop the essential skills to thrive as successful advertising professionals and specialists.

Course Objectives

- To develop an understanding of advertising media, budget, advertising strategies, audience and advertising ethics.
- To understand the different elements of an ad and be able to plan and design an ad.

Course Outcomes

- The students will be able to think critically and understand the overall role advertising plays in the world and conceive ads accordingly.
- Students will be able to devise a media plan and advertising strategy.

Unit I Understanding Advertising

- Concept and Role of advertising
- Types of advertising
- Advertising agencies
- Ethics in advertising
- Contemporary trends

Unit II Advertising Strategy and Practice

- Advertising Models
- Advertising Appeals: Rational, Emotional and Moral
- Advertising campaign
- Developing an ad: Ideation, Visualisation
- Elements of an ad

Practical Work

- Students to create two Ads for Print, TV, Radio or Online media
- Planning and developing an ad campaign
- Identifying appeals in various ads.
- Submission of ads for different media.

Suggested Reading

- Aggarwal, C.D. (2008). *Media and Advertising*. Delhi: Mohit Publications.
- D&AD (Ed.). (2018). *The Copy Book: How some of the best advertising writers in the world write their advertising*. TASCHEN.
- Katz, H. (2022). *The media handbook: A complete guide to advertising media selection, planning, research, and buying*. Routledge.
- Kelley, L. D., Sheehan, K. B., Dobias, L., Koranda, D. E., & Jugenheimer, D. W. (2022). *Advertising media planning: a brand management approach*. Routledge.

- Moriarty, S., Mitchell, N. D., Wells, W. D., Crawford, R., Brennan, L., Stone, R. S. (2015). *Advertising: Principles and Practice Book*. Pearson.
- Ogilvy, D. (2023). *Ogilvy on advertising*. Hachette UK.
- Roman, K., Mass, J., Nisenholtz, M. (2005). *How to Advertise: Building Brands and Businesses in the New Marketing World*. New York: St. Martin's Griffin.
- Tellis, G. (2004). *Effective Advertising*. New York: Sage.
- Tellis, G. J., & Ambler, T. (Eds.). (2007). *The SAGE handbook of advertising*. SAGE Publications.
- Vilanilam, J.V. & Varghese, A.K. (2004). *Advertising Basics! A Resource Guide for Beginners*. New York: Sage.

Science Communication aims to disseminate scientific information to a lay audience. Science Communication is an essential aid for government, industry, and civil society and also for policy making.

Course Objectives

- To provide an introduction to popular Science Communication and teach students the basic concepts and fundamental skills needed to master the subject.
- To understand why Science Communication is important and what it looks like in practice.

Course Outcomes

- Students will gain practical communication skills for effective speaking, writing and exhibiting scientific and Science-related topics to a variety of audiences.
- They will be able to identify issues and develop research-based, practical ideas and inspiring stories from the field and, interviews with experts, Science authors, and Science communication researchers.

Unit I Science Communication: Answering Basic Questions

- Understanding Science Communication/Science Journalism
- The Role of Science Journalism in the Society
- 3Es of Sci-Comm
- Audiences of Sciences Communication
- Writing About Science for the Public

Unit II Talking and Writing Science

- Writing About Science Using Special Techniques (Painting a picture, Telling a Tale)
- Preparing and asking questions
- Turning Science into the news
- Drafting audience-specific messages
- Challenges in Science Communication and art of overcoming them

Practical Work

The assignments/presentations and projects will be an essential component for the evaluation of this course:

- Speaking of Science: Oral Presentations – One per student.
Every student will be required to make a 10–15 minutes oral presentation on any topics related to the course after consultation with the course instructor.
- Using written form as a tool for science outreach – Articles for community media or mainstream media.

- Interviewing science professionals – Practical Assignment (Interviewing Scientists on their work and presenting their interviews in writing and/or in audio-visual form)
- Decoding Science through audio-visual medium or Mini-Magazine – Group project

Suggested Readings

- Bauer, M.W. and Bucchi, M. eds., 2008. Journalism, science and society: Science communication between news and public relations. Routledge.
- Blum, D., Knudson, M., & Henig, R. M. (eds.). A Field Guide for Science Writers, Second Edition (2005, paperback).
- Dijck, J. V. (2006). 'Picturizing science: The science documentary as multimedia spectacle'. International Journal of Cultural Studies, Vol.9, 5-24.
- Gregory, J. and Miller, S., 2000. Science in public. Basic Books.
- Meyer, G. (2016). In science communication, why does the idea of a public deficit always return?. Public Understanding of Science, 25(4), pp.433-446.
- Nielsen, K.H. (2013). Scientific communication and the nature of science. Science & Education, 22(9), pp.2067-2086.
- Silverstone, R. (1984). Narrative strategies in television science—a case study. Media, Culture and Society, 6(4), 377-410.

This course integrates principles of both Science Communication and Health Communication, providing a comprehensive understanding of effective communication strategies.

Course Objectives

- To provide an introduction to Health Communication and develop the relevant skills among students.
- To understand why Health Communication is important and what it looks like in practice.

Course Outcomes

- Students will cultivate practical communication skills for effective speaking, writing and exhibiting health-related topics to a variety of audiences.
- They will identify issues and develop research-based, practical ideas and inspiring stories from the field, and interviews with health experts and researchers.

Unit I Introduction to Health Communication

- Definition and importance Health Communication
- Audiences of Health Communication
- Covering health beat
- Skills a health journalist needs to possess
- Challenges in Health Communication and art of overcoming them

Unit II Talking and Writing Science

- Drafting audience-specific messages
- Designing persuasive health messages
- Social media's role in Health Communication
- Ethical considerations In Health Communication
- Communicating during health crises

Practical Work

The assignments/presentations and projects will be an essential component for the evaluation of this course:

- Speaking of Health: Oral Presentations – One per student.
Every student will be required to make a 10–15 minutes oral presentation on any topics related to the course after consultation with the course instructor.
- Interviewing health professionals – Practical Assignment (Interviewing health experts on their work and presenting their interviews in writing and/or in audio-visual form).

Half of the students in Semester II will be registered for the newsmagazine and half for the radio programme. Those who opt for newsmagazine in Semester II will have to opt for radio programme in Semester III and vice versa.

JMC558Ca- Newsmagazine***Quarterly Newsmagazine, 'Times Echo'***

The students shall be divided into two groups on the basis of roll numbers. The first group (comprising initial roll numbers) shall contribute news stories, features, photographs and other journalistic content to the quarterly newsmagazine, '*Times Echo*,' and shall work under the supervision of the Editor, who is also the course instructor. The Editor could be assisted by a sub-editor or two, when required. There should be an editorial board comprising of Chief Editor, Editor and Sub Editor.

JMC558Cb- Radio Programme***Weekly Radio Programme 'Pesh Kadam'***

The second group of students shall record and edit the assigned segments for the weekly radio programme '*Pesh Kadam*' under the supervision of the Coordinator, Community Radio, IUST.