



# **SOPHIA COLLEGE**

(AUTONOMOUS)

Affiliated to the University of  
Mumbai

## **Syllabi for Semester V and VI**

### **Programme:**

Bachelor of Arts (Strategic Communication  
and Journalism)

**[Formerly known as Bachelor of Mass Media  
(B.M.M.)]**

**Specialization: Journalism**

**With effect from June 2022**

(Choice Based Credit System with effect from the year 2018-  
19)

## **Programme Outline : TYBA (SCJ) (SEMESTER V and VI)**

- This programme is designed to be a three-year single core discipline programme in Strategic Communication and Journalism.
- The programme offers specializations in Strategic Communication and Journalism. Students can opt for either one of these.
- These specializations will be offered in Semesters V and VI.

**SEMESTER 5**

Course Code	Unit No	Name of the Unit	Credits
SBMMEDJ501		REPORTING – I	4
	1	Reporting Basics	
	2	Reporting Tools	
	3	Finding and Developing Sources	
	4	Covering a Beat	
	5	Reporting Civic Issues	
SBMMEDJ502		EDITING	4
	1	Editing Basics	
	2	News Judgement and Hierarchy	
	3	Once the Story is Edited	
	4	Editing Different Types of Stories	
	5	Copy Editing or Subbing – The last line of defence	
SBMMEDJ503		BROADCASTING AND DIGITAL – I	4
	1	Introduction to Broadcasting:	
	2	Writing for the ear:	
	3	Introduction to Audio Recording & Editing:	
	4	Writing to pictures and shooting	
	5	Introduction to Videography and editing	
SBMMEDJ504		MEDIA LAW	4
	1	Introduction to Media Law	
	2	Speech & Expression	
	3	Public Order	
	4	Sedition	
	5	Defamation: Criminal and Civil	
	6	Hate Speech	
	7	Obscenity	
	8	Censorship & Prior Restraint	
	9	Privacy	
	10	Contempt of Court	
	11	Covering Court Proceedings	
	12	Covering legislature	
	13	Right to Information & Secrecy of Information	
	14	Source Privilege	
15	Business Issues and Press Freedom		
SBMMEDJ505		SURVEY OF INDIAN JOURNALISM	
	1	Origin of the Press in India	

	2	Press in Independent India	
	3	Revolution in the Indian Press	
	4	Types of Information and News Media	
	5	Broadcast Journalism	
	6	Online Journalism	
	7	Journalism Today: Scope and Issues	
SBMMEDJ506		RESEARCH IN JOURNALISM	4
	1	Critical Thinking	
	2	Researching Stories	
	3	Finding Data	
	4	Numeracy & Statistics	
	5	Reading and Interpreting Data	
	6	Writing & Visualising Data	

## SEMESTER 6

Course Code	Unit No	Name of the Unit	Credits
SBMMEDJ601		REPORTING – II	4
	1	Reporting Crime	
	2	Reporting Courts	
	3	Reporting Politics	
	4	Reporting Business Stories	
	5	Reporting Cinema, Arts, Fashion, Sports	
SBMMEDJ602		NEWS DESIGN	4
	1	Introduction to News Design (with a case study of a multilingual publication)	
	2	What is Graphic Design?	
	3	Point, Line, Plane; Rhythm and Balance; Scale	
	4	Introduction to Type (in English, and in the Indian context)	
	5	Introduction to Colour	
	6	Elements of a Grid System	
	7	Structure in Design	
	8	Visual Hierarchy	
	9	Illustration & Photography, Infographics	
	10	Cover Design	
	11	Elements of Web Design	
SBMMEDJ603		BROADCASTING AND DIGITAL – II	4
	1	Writing news for TV	
	2	Reporting news for TV	
	3	Producing the news	
SBMMEDJ604		LONG FORMAT WRITING	4
	1	The difference between ‘hard’ news, feature stories and how the demarcation is blurring	
	2	What is a feature	
	3	Writing a feature	
	4	Other aspects of feature writing	
	5	Outline of	
	6	The art of the interview	
	7	Outline and special techniques needed for the following interviews	
8	Writing reviews: format, ethics involved and qualities/ skilled required		

	9	Obituary	
	10	Columns	
	11	Editorial page	
	12	Profile	
	13	Snippets	
SBMMEDJ605		<b>MEDIA ETHICS</b>	4
	1	Introduction to ethics or moral philosophy	
	2	Applied Ethics and its lenses	
	3	Journalism: Between responsibility and freedom	
	4	Truth, objectivity, accuracy and fairness	
	5	Between the public's right to know and the citizen's right to privacy	
	6	Public Relations: the frenemy around	
	7	Steering the conflicts of interest within and without	
	8	Between the deadline and the bottom line	
	9	Reporter's dilemma: deception, sourcing and the occasional theft	
	10	Pictures, videos and the journalist	
	11	Journalism & individual autonomy of practitioners	
	12	Journalism & Diversity	
13	Journalism as a Profession		
SBMMEDJ606		<b>JOURNALISM &amp; SOCIETY</b>	4
	1	What is Journalism?	
	2	Journalism in a democracy	
	3	Journalism and Public Opinion	
	4	Journalism and Agenda Setting	
	5	Journalism, Public Opinion, and Democracy	
	6	Journalism and Conflict	
	7	Journalism and Technology	
	8	Journalism as a Business	
9	Models of Journalists		

**Preamble: The Bachelor of Arts in Strategic Communication and Journalism programme blends theory with practice to prepare an individual for a dynamic career in the ever-evolving media landscape. Over three years, our curriculum emphasizes hands-on learning, interactive courses, and real-world experiences to hone your skills as a strategic communicator and/or a journalist. From multimedia storytelling to public relations strategies, you'll engage in immersive learning experiences that bridge theory and application. Our faculty, composed of industry experts and experienced academics, will guide you through a journey of exploration and discovery, fostering creativity and critical thinking along the way. We welcome students to embark on this exciting journey together, shaping the future of communication and journalism through collaboration, innovation, and hands-on learning.**

## **PROGRAMME OBJECTIVES**

<b>PO 1</b>	To give learners in the programme a clear introduction to mass media as an all-encompassing ideological and communication experience globally
<b>PO 2</b>	To enable learners in the programme to understand the political, economic, social, cultural and environmental implications of consuming media messages
<b>PO 3</b>	To provide learners of the programme the opportunities to acquire the necessary skills to produce forms of media messages and content from strategic communication (including advertising, branding, public relations, media planning, and digital marketing) to journalism across different platforms
<b>PO 4</b>	To train learners in the programme through contemporary theory and practical application, in their role as future creators of media messages in a constantly evolving and demanding industry
<b>PO 5</b>	To teach learners in the programme the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content

## **PROGRAMME SPECIFIC OUTCOMES**

<b>PSO 1</b>	Examine mass media as an all-encompassing ideological and communication experience globally
<b>PSO 2</b>	Discuss and investigate the political, economic, social, cultural and environmental implications of consuming media messages
<b>PSO 3</b>	Design and create media messages and content, from strategic communication (including advertising, branding, public relations, media planning, and digital marketing) to journalism across different platforms
<b>PSO 4</b>	Evaluate, through contemporary theory and practical application, their role as future creators of media messages in a constantly evolving and demanding industry

**PSO 5**

Prioritize the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content.



## SEMESTER 5

NAME OF THE COURSE	REPORTING – I	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ501	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	<b>A course where students will learn the basics of reporting and then go out and report from the field; the idea is to simulate a real-world news room. 1. To practise the basics of reporting – news gathering and news writing</b>
CO 2.	<b>2. To learn effective use of various reporting tools</b>
CO 3.	<b>3. To engage in reporting from various beats</b>
CO 4.	<b>4. To write stories for different media platforms</b>

### COURSE LEARNING OUTCOMES:

CLO 1.	<b>At the end of the semester, the students will: 1. analyse the key components of reporting</b>
CLO 2.	<b>2. use reporting tools to map out news stories</b>
CLO 3.	<b>3. identify the ways to find and develop contacts, cultivate sources, cover events</b>

CLO 4.	<b>4. examine the different reporting beats in detail</b>
CLO 5.	<b>5. synthesise the different skills to develop and write news stories</b>

UNIT 1	Reporting Basics
	<ul style="list-style-type: none"> <li>-The story idea – difference between an idea and a story idea</li> <li>- Process of news gathering – observation, talking to sources, using documentary sources</li> <li>- Organising and writing the story</li> <li>- Structuring the story</li> <li>- Essentials for reporting: attribution, accuracy, verification, completeness, fairness, balance, objectivity, brevity, clarity, selectivity</li> </ul>
UNIT 2	Reporting Tools
	<ul style="list-style-type: none"> <li>-Observation</li> <li>- Conversation and interviewing</li> <li>- Using quotations and attributions</li> <li>-Gathering and verifying: using basic references and digital resources, using the computer to gather and analyse information</li> <li>- Writing stories using wire copies/news releases</li> <li>- Evaluating the credibility of online and other information</li> </ul>
UNIT 3	Finding and Developing Sources
	<ul style="list-style-type: none"> <li>-Developing contacts</li> <li>- Speaking to domain experts, government officials, police, municipal corporation officials, local politicians, NGO workers, Public Relations officials, corporate representatives</li> <li>- Attending meetings, news conferences, rallies, panel discussions</li> <li>- Conducting interviews and recording information: writing, audio, video, photographs</li> </ul>
UNIT 4	Covering a Beat
	<ul style="list-style-type: none"> <li>-Principles for reporters on a beat: preparation, background information, sources</li> <li>- Beat reporting across media platforms</li> <li>- Reporting different types of stories: breaking news, first story, follow-up story, obituary, investigative story, series, entertainment, sports</li> </ul>
UNIT 5	Reporting Civic Issues
	<ul style="list-style-type: none"> <li>-Knowing the beat</li> <li>- Reporting on local transportation, amenities, roads, hospitals, sanitation</li> <li>- Speaking to local government officials</li> </ul>

REFERENCES:

- Brooks, B. S., Horvit, B., & Moen, D. R. (2020). *News Reporting & Writing*. Bedford/St.

Martin's/Macmillan Learning.

- Mair, John, and Richard Lance Keeble. *Investigative Journalism; Dead or Alive?* Arima Publishing, 2011.
- Mencher, Melvin. *Melvin Mencher's News Reporting and Writing*. New York: McGraw-Hill Higher Education, 2011.
- Remnick, David. *Reporting: Writings from the New Yorker*. Picador, 2008.
- Pilger, John. Editor. *Tell Me No Lies: Investigative Journalism and Its Triumphs*. RHUK; UK ed. Edition, 2005.
- Rich, Carole. *Writing and Reporting News: A Coaching Method*. Belmont, CA: Wadsworth Pub, 2000.
- Rich, Carole. *Workbook for Writing and Reporting News: A Coaching Method*. Wadsworth Publishing, 2009.
- Youngblood, Steven. *Peace Journalism Principles and Practices: Responsibly Reporting Conflicts, Reconciliation, and Solutions*. Routledge

## **SEMESTER 5**

NAME OF THE COURSE	EDITING	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ502	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	<b>To understand the basics of editing</b>
CO 2.	<b>To learn to write effective headlines, captions and other elements of a news story</b>
CO 3.	<b>To edit reports and stories of various beats</b>
CO 4.	<b>To simulate a real-world newsroom to understand the job of a copy editor, and edit a story per two class meetings</b>

### **COURSE LEARNING OUTCOMES:**

CLO 1.	<b>At the end of the semester, the students will:</b> <b>1. analyse the key components of editing</b>
CLO 2.	<b>2. use style sheets when writing / editing a news story</b>
CLO 3.	<b>3. develop news judgement through newsroom simulations</b>
CLO 4.	<b>4. edit copies written by peers and classmates for practice</b>
CLO 5.	<b>5. rewrite existing stories for greater clarity</b>
CLO 6.	<b>6. compose headlines, sub-headlines, picture captions and kickers</b>

CLO 7.

**7. edit news stories across different beats**

UNIT 1	Editing Basics
	<ul style="list-style-type: none"> <li>-Understanding what editing stories entails – accuracy, grammar, style</li> <li>- Fact-checking and the importance of general knowledge: reading news from various sources, reading Malayala Manorama, taking general knowledge quizzes to test awareness</li> <li>- Plagiarism</li> <li>- Grammar and punctuation</li> <li>- Numeracy</li> <li>- Using style guides – AP and Economist Style Guides</li> <li>- Distinguishing between editing copy and rewriting copy</li> </ul>
UNIT 2	News Judgement and Hierarchy
	<ul style="list-style-type: none"> <li>-Simulating a news room</li> <li>- Copy tasting – to spike or not to spike is the question</li> <li>-Determining story hierarchy – impact, importance, the balance between what the reader wants and what she needs</li> <li>- Editing copies written by colleagues every week</li> <li>- Editing copies with missing information, bad language</li> <li>- Selecting stories for a news portal</li> </ul>
UNIT 3	Once the Story is Edited
	<ul style="list-style-type: none"> <li>-Rewriting for specific word count</li> <li>- Using wire copies</li> <li>- Writing headlines</li> <li>- Writing sub-headlines</li> <li>- Writing captions</li> <li>- Writing kickers</li> <li>- Using blurbs</li> <li>- Verifying information: coordinating with the reporter, attributing sources, checking official sources of information, available data from public records</li> <li>- Value-addition for a story: importance of infographics, illustrations and pictures</li> </ul>
UNIT 4	Editing Different Types of Stories
	<ul style="list-style-type: none"> <li>-News briefs</li> <li>- Editing stories of various beats: civic, crime, politics, court, education, health, sports, business, entertainment</li> <li>- Editing stories for print and the web: editing stories based on audience</li> </ul>
UNIT 5	Copy Editing or Subbing – The last line of defense
	<ul style="list-style-type: none"> <li>-Protect readers</li> <li>- Protect publication</li> <li>- Protect reporter</li> <li>- Defamation</li> <li>- Ethics</li> </ul>

## REFERENCES:

- Fowler, H. W., & Butterfield, J. (2015). *Fowler's dictionary of modern english usage*. Oxford University Press.
- Froke, P., Bratton, A. J., McMillan, J., Sarkar, P., Schwartz, J., & Vadarevu, R. (2020). *The Associated Press Stylebook 2020-2022*. The Associated Press.
- Gilmore, Gene. *Modern Newspaper Editing*. Iowa: Iowa State Press, 1990. Grosvenor Bleyer, Willard. *Newspaper Writing and Editing*. Forgotten Books, 2017
- HarperCollins Publishers. (2018). *Collins Cobuild Advanced Learner's Dictionary*.
- Ludwig, Mark, and Gene Gilmore. *Modern News Editing*. 5th Edition. Wiley-Blackwell, 2010.
- Milnor Hyde, Grant. *Newspaper Editing: A Manual for Editors, Copyreaders, Readers, and*
- Sanyal, Jyoti. *Indlish: The Book for Every English Speaking Indian*. Viva Books, 2006.
- *Students of Newspaper Desk Work*. Forgotten Books, 2018. Strunk, William I. *The Elements of Style*. 4th ed., Pearson, 1999. Truss, Lynne. *Eats, Shoots and Leaves*. Fourth Estate, 2010.
- Wroe, A. (2018). *Economist style guide: 12th edition*. Economist Books.



## **SEMESTER 5**

NAME OF THE COURSE	BROADCASTING AND DIGITAL – I	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ503	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	<b>1. To introduce the students to the specific forms of broadcast news, and online storytelling</b>
CO 2.	<b>2. To enable them to write for both radio and television</b>
CO 3.	<b>3. To enable them to write and produce simple stories for both radio and television</b>

### **COURSE LEARNING OUTCOMES:**

CLO 1.	At the end of the semester, the students will: 1. analyse the key components of broadcast journalism
CLO 2.	2. write for the ear by understanding the principles of audio-visual storytelling
CLO 3.	3. write, edit and narrate for broadcast scripts
CLO 4.	4. shoot videos and record sound
CLO 5.	5. create and edit broadcast news packages

UNIT 1	Introduction to Broadcasting:
	<ul style="list-style-type: none"> <li>-Exemplars of radio and television broadcasting</li> <li>- Orson Welles’s War of the World</li> <li>- Ed Murrow reporting the siege of London</li> <li>- Story formats – readers, vosot, packages, two-ways</li> </ul>
UNIT 2	Writing for the ear:
	<ul style="list-style-type: none"> <li>-Understanding sound and audio</li> <li>- Simple, concise and conversational writing</li> <li>- Stories: telling the story, reading the story</li> <li>- Use of numbers</li> <li>- Use of contractions</li> <li>- Subject-Verb-Object</li> <li>- Sentences: using direct speech, re-writing, writing short, lean sentences; brevity in writing</li> <li>- Leads</li> <li>- Attribution, Quotes, Time, Transitions, Locations, People</li> <li>- Story length</li> </ul>
UNIT 3	Introduction to Audio Recording & Editing:
	<ul style="list-style-type: none"> <li>-Use of natural sound</li> <li>- Basic editing</li> <li>- Narrating stories</li> <li>- Interviewing: before, during and after; phone interviews</li> <li>- Producing: newscast, public affairs</li> </ul>
UNIT 4	Writing to pictures and shooting:
	<ul style="list-style-type: none"> <li>-Writing to visuals</li> <li>- Television newscasts</li> <li>- Rewriting wire copies</li> <li>- Attribution in television</li> <li>- Avoiding TMI (too much information)</li> <li>- Writing compelling leads</li> </ul>
UNIT 5	Introduction to Videography and editing
	<ul style="list-style-type: none"> <li>-Audio and video</li> <li>- Basics of lighting</li> <li>- Shooting B-Roll</li> <li>- Use of natural sound</li> <li>- Getting sound bites</li> <li>- Stand-up or Piece to Camera</li> <li>- Interviewing: before, during and after; man-on-the-street interviews; phone interviews,</li> <li>three-point lighting</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Phrasing questions carefully</li><li>- Equipment and setting up the field</li></ul> |
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## REFERENCES:

- Bradshaw, P. (2018). *The Online Journalism Handbook: Skills to survive and thrive in the Digital age*. Routledge.
- Foust, J. C. (2017). *Online journalism: Principles and practices of news for the web*. Routledge.
- Kalbfeld, B., & Kalbfeld, B. (2001). *Associated Press Broadcast News Handbook*. McGraw-Hill.
- Lanson, J., & Stephens, M. (2008). *Writing and reporting the news*. Oxford University Press.
- Wulfemeyer, K. T. (2009). *Beginning Radio and Tv newswriting: A self-instructional learning experience*. John Wiley & Sons.
- White, T. (2001). *Broadcast news writing, reporting, and production*. Focal
- Dotson, Bob. *Make It Memorable: Writing and Packaging Visual News with Style*. London: Rowman & Littlefield, 2016.
- Hewitt, John. *Air Words: Writing Broadcast News in the Internet Age*. New York: Oxford University Press, 2018.
- Stephens, Mitchell. *Broadcast News*. New York: Cengage, 2004.
- Tompkins, Al. *Aim for the Heart: Write, Shoot, Report and Produce for TV and Multimedia*. Thousand Oaks: CQ Press, 2017.

## **SEMESTER 5**

NAME OF THE COURSE	MEDIA LAW	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ504	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	<b>Introduce students to the constitutional foundations of freedom of speech, expression and inter alia the freedom of the press, including the concept of balancing rights and limitations</b>
CO 2.	<b>Introduce students to the concepts and laws that journalists should be aware in plying their craft</b> <b>a. Content-specific issues: sedition, defamation, hate speech, obscenity, secrecy of information</b> <b>b. Procedure-specific issues: prior restraint, privacy, contempt of court, covering court proceedings, covering legislature, right to information or sunshine laws, source privilege or shield laws</b> <b>c. Business: Circulation, pricing, broadcasting, internet and copyright</b>

### **COURSE LEARNING OUTCOMES:**

CLO 1.	<b>At the end of the semester, the students will:</b> <b>1. examine the key components of media law</b>
CLO 2.	<b>2. analyse the relevant Supreme Court cases in the context of speech and expression</b>
CLO 3.	<b>3. analyse the relevant IPC cases in the context of public</b>

	<b>order</b>
CLO 4.	<b>4. identify the relevant cases in the context of sedition, defamation, hate speech, obscenity, censorship, privacy and contempt of court</b>
CLO 5.	<b>5. discuss aspects of covering court proceedings and covering legislature</b>
CLO 6.	<b>6. discuss the right to information and secrecy of information</b>
CLO 7.	<b>7. examine and illustrate the themes that pervade non-fiction prose writing</b>
CLO 8.	<b>8 . investigate business issues and press freedom</b>

UNIT 1	<p>Introduction to Media Law</p> <ul style="list-style-type: none"> <li>- Hierarchy of laws – constitution, statute and case law</li> <li>- A.K. Gopalan v. State of Madras, AIR 1950 SC 27. – Constitutional Balance</li> <li>- Constitutional foundations: Article 19 (1) and 19(2)</li> <li>- First Amendment (relevant cases)</li> <li>- Sixteenth Amendment</li> </ul>
UNIT 2	<p>Speech &amp; Expression</p> <ul style="list-style-type: none"> <li>- Relevant Supreme Court cases for definition of speech, freedom of speech and expression</li> </ul>
UNIT 3	<p>Public Order</p> <ul style="list-style-type: none"> <li>- Section 295A of the Indian Penal Code</li> <li>- Section 153A, 153B of the Indian Penal Code</li> <li>- Section 508 of the Indian Penal Code</li> <li>- Section 66A of the Information Technology Act</li> <li>- Unlawful Activities Prevention Act criminalises participation even in meetings of associations</li> <li>- Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act criminalises ‘intentionally insulting’ or ‘intimidating, with intent to humiliate’ any Scheduled Caste/Scheduled Tribe person</li> <li>- Relevant Supreme Court cases to be included here</li> </ul>
UNIT 4	<p>Sedition</p> <ul style="list-style-type: none"> <li>- Section 124A of the Indian Penal Code</li> <li>- Relevant court cases on sedition to be listed here</li> </ul>
UNIT 5	<p>Defamation: Criminal and Civil</p> <ul style="list-style-type: none"> <li>- Section 499, 500 IPC, 1860</li> <li>- Relevant court cases on defamation to be listed here</li> </ul>
UNIT 6	<p>Hate Speech</p> <ul style="list-style-type: none"> <li>- Section 195A of IPC</li> <li>- Section 295A (insulting religious feelings)</li> <li>- Section 153A (causing disharmony or enmity between different castes and communities) of the Indian Penal Code</li> <li>- Section 66A of the Information Technology Act (offensive or ‘menacing’ speech)</li> <li>- Section 123 of the Representation of the People Act (restricting certain kinds of speech during elections)</li> <li>- Section 3(1)(x) of the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act</li> <li>- Section 95 of Cr.P.C.</li> <li>- Relevant court cases on hate speech to be listed here</li> </ul>
UNIT 7	<p>Obscenity</p> <ul style="list-style-type: none"> <li>- Section 292, IPC</li> </ul>

	<ul style="list-style-type: none"> <li>- Cinematograph Act of 1952 (films)</li> <li>- The Dramatic Performances Act of 1876 (theatre)</li> <li>- The Customs Act of 1962</li> <li>- Post Office Act of 1898 (transportation of material)</li> <li>- Indecent Representation of Women (Prohibition) Act of 1896</li> <li>- Young Persons (Harmful Publications) Act of 1956</li> <li>- Information Technology Act of 2000 (online communication), and others</li> <li>- The Indecent Representation of Women (Prohibition) Act, 1986</li> <li>- The Indecent Representation of Women (Prohibition) Rules, 1987</li> <li>- Relevant court cases on obscenity to be listed here</li> </ul>
UNIT 8	<p>Censorship &amp; Prior Restraint</p> <ul style="list-style-type: none"> <li>- Relevant court cases on censorship to be listed here</li> </ul>
UNIT 9	<p>Privacy</p> <ul style="list-style-type: none"> <li>- Relevant court cases on privacy to be listed here</li> <li>- Ref: Consultation Paper-cum-Questionnaire on Undercover Sting Operations, Law Commission of India</li> </ul>
UNIT 10	<p>Contempt of Court</p> <ul style="list-style-type: none"> <li>- The Contempt of Courts Act, 1971</li> <li>- Rules to Regulate Proceedings for Contempt of the Supreme Court, 1975</li> <li>- Relevant court cases on contempt of court to be listed here</li> <li>- Ref: Articles 129, 142 (2), 215; entry 77, List I, Seventh Schedule, Constitution of India</li> <li>- The Contempt of Court Act, 1971 (as amended)</li> <li>- Department-Related Parliamentary Standing Committee on Personnel, Public Grievances, Law and Justice, the Contempt of Courts (Amendment) Bill, 2004 (Twelfth Report)</li> <li>- Paras 3.8.1 and 7.4, Report of the National Commission for the Review of the Working of the Constitution</li> </ul>
UNIT 11	<p>Covering Court Proceedings</p> <ul style="list-style-type: none"> <li>- Relevant court cases to be listed here</li> <li>- Trial by Media: Free Speech and Fair Trial under Criminal Procedure Code, 1973, 200th Report, Law Commission of India</li> </ul>
UNIT 12	<p>Covering legislature</p> <ul style="list-style-type: none"> <li>- Article 361 A, Constitution of India</li> <li>- The Parliamentary Proceedings (Protection of Publication) Act, 1977</li> <li>- Relevant court cases on reporting legislature to be listed here</li> </ul>
UNIT 13	<p>Right to Information &amp; Secrecy of Information</p> <ul style="list-style-type: none"> <li>- Official Secrets Act, 1923</li> <li>- National Security Act, 1980</li> <li>- The Right to Information Act, 2005</li> <li>- The Central Information Commission (Management) Regulations, 2007</li> <li>- Relevant court cases on RTI to be listed here</li> </ul>

UNIT 14	<p>Source Privilege</p> <ul style="list-style-type: none"> <li>- Relevant court cases on source privilege to be listed here</li> <li>- Law Commission of India. 1983. Report No. 93: Disclosure of Sources of Information by Mass Media</li> </ul>
UNIT 15	<p>Business Issues and Press Freedom</p> <ul style="list-style-type: none"> <li>- The Working Journalists and Other Newspaper Employees (Conditions of Service) and Miscellaneous Provisions Act, 1955</li> <li>- The Copyright Act, 1957</li> <li>- The Prasar Bharati (Broadcasting Corporation of India) Act, 1990</li> <li>- The sports Broadcasting Signals (Mandatory Sharing with Prasar Bharati) Act, 1993</li> <li>- Relevant court cases on freedom of speech and commerce to be listed here</li> </ul>

**NOTE: All the case laws will be added to this document after verifying their details.**

**REFERENCES:**

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- Prasad, Kiran, *Media Law in India*, Kluwer Law International, 2011
- Singh, T. (2020). *Sixteen Stormy Days: The story of the first amendment of the constitution of India*. Penguin Random House India.
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## **SEMESTER 5**

NAME OF THE COURSE	SURVEY OF INDIAN JOURNALISM	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ505	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	1. To introduce students to the present state of journalism as a profession and industry
CO 2.	2. To introduce students to news media in various languages
CO 3	3. To understand the relationship between the press and various stakeholders in India
CO 4	4. To understand the traditional and non-traditional news media
CO 5	5. To discuss the various problems/issues in journalism today

### **COURSE LEARNING OUTCOMES:**

CLO 1.	At the end of the semester, the students will: 1. map out the history of journalism in India
CLO 2.	2. examine key moments in the development of the press in independent India
CLO 3.	3. analyse the role of advertising and the changing economy on Indian news as a business
CLO 4.	4. compare and contrast the types of news media in the country

CLO 5.	5. evaluate the role and impact of broadcast journalism in India
CLO 6.	6. assess the challenges of online journalism in India
CLO 7	7. outline the scope and challenges in Indian journalism today

UNIT 1	Origin of the Press in India
	<ul style="list-style-type: none"> <li>-Pre-colonial traditions of information gathering – bhat, charan, akhbarat</li> <li>- Arrival of the press</li> <li>- Press during the British era</li> <li>- Role of the press: social, religious and political reform and criticism</li> <li>- Press and the national movement</li> </ul>
UNIT 2	Press in Independent India
	<ul style="list-style-type: none"> <li>-The Press Commissions – press in the hands of businessmen</li> <li>- Government &amp; press relations – case of Bennett &amp; Coleman</li> <li>- Press during the Emergency</li> </ul>
UNIT 3	Revolution in the Indian Press
	<ul style="list-style-type: none"> <li>-Role of advertising, technology in transforming journalism</li> <li>- Localisation and globalisation: loss of the intermediate</li> <li>- News media as a business: concentration and ownership</li> </ul>
UNIT 4	Types of Information and News Media
	<ul style="list-style-type: none"> <li>-News magazines</li> <li>- Niche publications -- arts, sports, education, career, entertainment, fashion, automotive, financial and business</li> </ul>
UNIT 5	Broadcast Journalism
	<ul style="list-style-type: none"> <li>-The story of All India Radio, Doordarshan</li> <li>- Prasar Bharati and the promise of autonomy</li> <li>- Rise of private broadcasting news operations</li> <li>- Breaking news and prime time news</li> <li>- Economics of news gathering – debates and panel discussions</li> <li>- English and regional language news channels</li> </ul>
UNIT 6	Online Journalism
	<ul style="list-style-type: none"> <li>-News by stand-alone publications/organisations</li> <li>- Challenges of running news websites</li> </ul>
UNIT 7	Journalism Today: Scope and Issues
	<ul style="list-style-type: none"> <li>-The role of journalism and journalists today</li> <li>- Press and politics</li> <li>- Commercialisation of news, reader as consumer</li> <li>- Press freedom in India</li> <li>- Citizen journalism</li> <li>- Social media and fake news</li> </ul>

REFERENCES:

- Athique, Adrian, et al. Ed. *The Indian Media Economy*. (2 Volumes). India: Oxford University Press, 2017
- Jeffrey, Robin. *India's Newspaper Revolution: Capitalism, Politics and the Indian Language Press*. Delhi: Oxford University Press, 2009.
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- Ninan, S. (2017). *Headlines from the Heartland: Reinventing the Hindi Public Sphere*. New Delhi: Sage India.
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## **SEMESTER 5**

NAME OF THE COURSE	RESEARCH IN JOURNALISM	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ506	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	Introduce students to critical thinking and to research tools necessary for journalism
CO 2.	Introduce students to logical reasoning, methods of sourcing information, analysing research, data analysis, numeracy, basic statistical concepts, fact-checking, and the use of Right to Information Act

### **COURSE LEARNING OUTCOMES:**

CLO 1.	At the end of the semester, the students will: 1. identify the key components of critical thinking
CLO 2.	2. examine the role of research in journalism
CLO 3.	3. identify the problem and locate data sources
CLO 4.	4. tabulate data in tabular form using Excel
CLO 5.	5. conduct a research project and write a research report

UNIT 1	Critical Thinking
	<ul style="list-style-type: none"> <li>-Structured thinking</li> <li>- Argument, Premise, Conclusion, Inference, Validity, Logical Form, Soundness</li> <li>- Syllogisms, Fallacies,</li> <li>- Language skills – translation</li> <li>- Background Knowledge – Information Literacy: locating information, evaluating information, organising information, synthesising information, communicating information</li> </ul>
UNIT 2	Researching Stories
	<ul style="list-style-type: none"> <li>-What is research in journalism?</li> <li>- Understanding your role</li> <li>- Asking questions and finding answers</li> <li>- Observation, interviews, and research</li> <li>- Numeracy skills</li> </ul>
UNIT 3	Finding Data
	<ul style="list-style-type: none"> <li>-From questions to a problem</li> <li>- Understanding research problems in journalism</li> <li>- From problems to sources</li> <li>- Sources and their uses</li> <li>- Types of sources: <ul style="list-style-type: none"> <li>i. People</li> <li>ii. Written sources</li> <li>iii. Online sources</li> <li>iv. Government reports</li> <li>v. Ministry reports</li> <li>vi. Public records</li> <li>vii. Company records</li> </ul> </li> <li>- Locating Sources on the Internet</li> <li>- Evaluating Sources for Relevance and Reliability</li> </ul>
UNIT 4	Numeracy & Statistics
	<ul style="list-style-type: none"> <li>-Specifics of counting and quantification</li> <li>- Data in tabular form: the fundamentals</li> <li>- Sorting, summing and percentage change</li> <li>- Statistics: basics of inference, correlation, probability</li> <li>- Polling and surveys</li> <li>- Using Excel</li> </ul>
UNIT 5	Reading and Interpreting Data
	<ul style="list-style-type: none"> <li>-Challenges with data: finding and cleaning</li> <li>- Interpreting academic research</li> <li>- Scientific literature and data</li> <li>- Health, well-being and medical data</li> </ul>

	- Crime and public safety data - Economic and business data
UNIT 6	Writing & Visualising Data
	-Visualisation basics - Data visualisation in journalism practice - Advanced visualisation techniques

## REFERENCES:

- Blum, D., Knudson, M., & Henig, R. M. (2020). *A field guide for science writers*. Oxford University Press.
- Cohn, V. (1989). *News & numbers: A guide to reporting statistical claims and controversies in health and other fields*. Iowa State University Press.
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- Fung, K. (2010). *Numbers rule your world: The hidden influence of probability and statistics on Everything you do*. McGraw-Hill.
- Gawiser, Sheldon R. and G. Evans Witt. (2000). *20 Questions A Journalist Should Ask About Poll Results*.
- Greenhalgh, T. (1997). *How to read a paper: The basic of evidence based medicine*. BMJ Publishing Group.
- Goldacre, B., & Farley, R. (2010). *Bad science*. Clipper.
- Halpern, D. F. (2021). *Thought and knowledge: An introduction to critical thinking*. Routledge.
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- Hastie, T., Friedman, J., & Tibshirani, R. (2017). *The elements of Statistical Learning: Data Mining, Inference, and prediction*. Springer.
- Huff, D. (1993). *How To Lie with Statistics*. London: W.W. Norton & Company Ltd.
- Livingston, C., & Voakes, P. S. (2011). *Working with numbers and statistics: A handbook for journalists*. Routledge.
- Meyer, P. (2001). *The New Precision journalism*. Rowman & Littlefield.
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  - Paulos, J. A. (2014). *Innumeracy: Mathematical illiteracy and its consequences*. Penguin.
- Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data*. W.W. Norton.

### **DATA SOURCES FOR FACULTY TO USE IN CLASS:**

- Economic data
- Caste data
- ISER report
- NSSO
- National health survey
- Crime statistics
- NITI Aayog
- World Bank
- IMF report
- Census
- Election Commission
- Budget
- CIE
- Reading a balance sheet – books of account of an entity
- Research from medical journals
- Household survey
- Market data
- Academic research
- Ministry reports
- RBI data
- Looking up case judgement (case laws)
- Older newspaper reports using data

## **SEMESTER 6**

NAME OF THE COURSE	REPORTING- II	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ601	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	<b>A course where students will learn the basics of reporting and then go out and report from the field; the idea is to simulate a real-world news room. 1. To practise the basics of reporting</b>
CO 2.	<b>2. To learn to use various reporting tools effectively</b>
CO 3.	<b>3. To engage in reporting various beats</b>
CO 4.	<b>4. To write stories for different media platforms</b>

### **COURSE LEARNING OUTCOMES:**

CLO 1.	<b>At the end of the semester, the students will: 1. Demonstrate basic skills required as a journalist</b>
CLO 2.	<b>2. Report on a variety of beats</b>
CLO 3.	<b>3. Use reporting tools effectively by covering stories on a regular basis</b>
CLO 4.	<b>4. Craft stories for different media platforms</b>

UNIT 1	Reporting Crime
	<ul style="list-style-type: none"> <li>• Knowing the beat, types of crimes</li> <li>• Reporting accidents, crimes</li> <li>• Interviewing victims/victim's kin</li> <li>• Reading an FIR</li> <li>• Speaking to police officials: beat police, senior officials</li> <li>• Basics of criminal law: IPC, CrPC</li> </ul>
UNIT 2	Reporting Courts
	<ul style="list-style-type: none"> <li>• Basics of jurisprudence</li> <li>• Types of cases</li> <li>• Types of courts</li> <li>• Reporting court proceedings, judgements</li> <li>• Reporting details of crime, on minority groups, juveniles</li> </ul>
UNIT 3	Reporting Politics
	<ul style="list-style-type: none"> <li>• Interviewing local politicians</li> <li>• Covering local rallies</li> <li>• Speaking to a party representative and MLAs</li> <li>• Reporting on elections</li> </ul>
UNIT 4	Reporting Business Stories
	<ul style="list-style-type: none"> <li>• How to cover business stories including labour issues</li> <li>• Writing about personal finance, small businesses, economy</li> <li>• Avoiding jargon</li> <li>• Cultivating sources</li> </ul>
UNIT 5	Reporting Cinema, Arts, Fashion, Sports
	<ul style="list-style-type: none"> <li>• Peculiarities of these beats</li> <li>• Subjects as sources</li> <li>• Powder puff reporting</li> </ul>

#### REFERENCES:

- Brooks, B. S., Horvit, B., & Moen, D. R. *News Reporting & Writing*. Bedford/St. Martin's/Macmillan Learning, 2020.
- Mair, John, and Richard Lance Keeble. *Investigative Journalism; Dead or Alive?* Arima Publishing, 2011.

- Mencher, Melvin. *Melvin Mencher's News Reporting and Writing*. New York: McGraw-Hill Higher Education, 2011.
- Pilger, John. Editor. *Tell Me No Lies: Investigative Journalism and Its Triumphs*. RHUK; UK ed. Edition, 2005.
- Remnick, David. *Reporting: Writings from the New Yorker*. Picador, 2008.
- Rich, Carole. *Writing and Reporting News: A Coaching Method*. Belmont, CA: Wadsworth Pub, 2000.
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- Youngblood, Steven. *Peace Journalism Principles and Practices: Responsibly Reporting Conflicts, Reconciliation, and Solutions*. Routledge, 2017.

## **SEMESTER 6**

NAME OF THE COURSE	NEWS DESIGN	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ602	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	<b>To introduce students to the principles of graphic design as it pertains to the presentation of news – in print (newspapers, magazines, journals, newsletters), in television, and on the Internet (websites and apps).</b>
CO 2.	<b>To introduce students to principles of design and then look at the specific demands of the form in which news is presented to the reader and viewer.</b>

#### **Note:**

- **Readings are limited to introducing principles and the rest of the class will be devoted to understanding these principles from observation. Students are expected to sketch or doodle their ideas and then to convert them using software. Students are expected to know Adobe Photoshop and Adobe InDesign.**
- **The readings in the class are expected to introduce students to the key concepts that will determine and guide the design process.**
- **This paper does not have a written exam. There will be a viva voce examination conducted by a qualified external examiner to assess the project elements conceived and produced by each individual student at the end of the semester, along specific news design and layout parameters.**

**COURSE LEARNING OUTCOMES:**

CLO 1.	<b>At the end of the semester, the students will:</b> <b>1. Demonstrate understanding of basic principles of design</b>
CLO 2.	<b>2. Design a newspaper</b>
CLO 3.	<b>3. Design a news magazine</b>
CLO 4.	<b>4. Design a news website</b>

UNIT 1	Introduction to News Design (with a case study of a multilingual public
UNIT 2	What is Graphic Design?
UNIT 3	Point, Line, Plane; Rhythm and Balance; Scale
UNIT 4	Introduction to Type (in English, and in the Indian context)
UNIT 5	Introduction to Colour
UNIT 6	Elements of a Grid System
UNIT 7	Structure in Design
UNIT 8	Visual Hierarchy
UNIT 9	Illustration & Photography, Infographics
UNIT 10	Cover Design
UNIT 11	Elements of Web Design

#### REFERENCES:

- **Weeks I & II:**
- Golombisky, K & R. Hagen. *White Space is not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design*. A K Peters CRC Press, 2017, 138-180.
- Arntson, Amy E. *Graphic Design Basics*. Cengage Learning, 2011, 41-57; 187-211.
- **Week III:**
- Lupton, Ellen and Jennifer Cole Phillips. *Graphic Design: The New Basics*. Princeton Architectural Press, 2008, pp. 13-51.
- **Week IV:**
- Golombisky, K & R. Hagen. *White Space is not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design*. A K Peters CRC Press, 2017, 87-114.
- Arntson, Amy E. *Graphic Design Basics*. Cengage Learning, 2011, 89-109
- Heller, Steven. *Design Literacy. Understanding Graphic Design*. Skyhorse Publishing, 2014, 151-190.

- **Week V:**
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- Lupton, Ellen and Jennifer Cole Phillips. *Graphic Design: The New Basics*. Princeton Architectural Press, 2008, pp. 71-83.
- Golombisky, K & R. Hagen. *White Space is not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design*. A K Peters CRC Press, 2017, 115-136.

- **Week VI:**
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- Graver, Amy and Ben Jura. *Best Practices for Graphic Designers, Grids and Page Layouts: An Essential Guide for Understanding and Applying Page Design Principles*. Rockport Publishers, 2012, pp. 12-25.
- Lupton, Ellen and Jennifer Cole Phillips. *Graphic Design: The New Basics*. Princeton Architectural Press, 2008, pp. 174-183.

- **Week VII:**
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- Graver, Amy and Ben Jura. *Best Practices for Graphic Designers, Grids and Page Layouts: An Essential Guide for Understanding and Applying Page Design Principles*. Rockport Publishers, 2012, pp. 26-53.
- Lupton, Ellen and Jennifer Cole Phillips. *Graphic Design: The New Basics*. Princeton Architectural Press, 2008, pp. 158-173.

- **Week VIII:**
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- Graver, Amy and Ben Jura. *Best Practices for Graphic Designers, Grids and Page Layouts: An Essential Guide for Understanding and Applying Page Design Principles*. Rockport Publishers, 2012, pp. 54-77; 92-156.

- **Week IX:**
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- Lupton, Ellen and Jennifer Cole Phillips. *Graphic Design: The New Basics*. Princeton Architectural Press, 2008, pp. 114-126.
- Graver, Amy and Ben Jura. *Best Practices for Graphic Designers, Grids and Page Layouts: An Essential Guide for Understanding and Applying Page Design Principles*. Rockport Publishers, 2012, pp. 68-90.

- **Week X:**
- 

- Arntson, Amy E. *Graphic Design Basics*. Cengage Learning, 2011, 151-171
- 
- Golombisky, K & R. Hagen. *White Space is not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design*. A K Peters CRC Press, 2017, 138-180.



- **Week XI:**
- Heller, Steven. *Design Literacy. Understanding Graphic Design*. Skyhorse Publishing, 2014, pp. 53-54, 58-65, 75-147, 370-372.
- **Week XII:**
- Krug, Steve. *Don't Make Me Think: A Common Sense Approach to Web Usability*, 2nd Edition. New Riders Press, 2005, pp. 11-19, 21-29, 51-93.
- **Week XIII:**
- Golombisky, K & R. Hagen. *White Space is not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design*. A K Peters CRC Press, 2017, 198-244.
- Heller, Steven. *Design Literacy. Understanding Graphic Design*. Skyhorse Publishing, 2014, pp. 53- 54, 58-65, 75-147, 370-372.

## **ASSESSMENT-**

### **Internal Assessment:**

This part of the paper will be assessed by the faculty that teaches the paper based on the design work done in class.

### **External Assessment:**

Each student will have to submit the following project pieces as part of their final external assessment:

- a. A newspaper (broadsheet)
- b. One multilingual magazine (12 pages in English + 4 pages in any Indian language)
- c. A news website

## **SEMESTER 6**

NAME OF THE COURSE	BROADCASTING AND DIGITAL – II	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ603	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	<b>A course where the students will learn the basics of broadcast and digital journalism, and then go out, gather news, edit, and present it for both; simulating a real-world news room.</b>  <b>1. To introduce the students to the specific forms of broadcast news, and online storytelling</b>
CO 2.	<b>2. To enable them to write for radio and television</b>
CO 3.	<b>3. To enable them to write and produce simple stories for both radio and television</b>

### **COURSE LEARNING OUTCOMES:**

CLO 1.	At the end of the semester, the students will:  1. Demonstrate the skills and tools used by broadcast journalists
CLO 2.	2. Research, script, anchor, shoot, and produce news stories
CLO 3.	3. Create news packages for radio
CLO 4.	4. Create news packages for television

CLO 5.

5. Create news packages for digital platforms

UNIT 1	Writing news for TV
	<ul style="list-style-type: none"> <li>• Writing to visuals</li> <li>• Television newscasts</li> <li>• Slugs</li> <li>• Rewriting wire copies</li> <li>• Conversational style</li> <li>• Removing unnecessary words</li> <li>• Reading copy aloud</li> <li>• Avoiding TMI (too much information)</li> <li>• Writing compelling leads</li> <li>• Attribution, Quotes, Time, Transitions, Locations, People</li> </ul>
UNIT 2	Reporting news for TV
	<ul style="list-style-type: none"> <li>• Audio and video</li> <li>• Words and pictures</li> <li>• Voiceovers, packages, story formats, sound bites</li> <li>• Interviewing: before, during and after; person-on-the-street interviews; phone interviews</li> <li>• Phrasing questions carefully</li> <li>• Equipment and setting up the field</li> <li>• Reporting planned events</li> <li>• Reporting live</li> <li>• Scripting the voiceover</li> <li>• The package</li> </ul>
UNIT 3	Producing the news
	<ul style="list-style-type: none"> <li>• One-way communication</li> <li>• Reading the teleprompter</li> <li>• Listening to yourself</li> <li>• Correct pronunciation</li> </ul>

REFERENCES:

- Kalbfeld, B., & Kalbfeld, B. (2001). *Associated Press Broadcast News Handbook*. McGraw-Hill.
- Lanson, J., & Stephens, M. (2008). *Writing and reporting the news*. Oxford University Press.
- White, T. (2001). *Broadcast news writing, reporting, and production*. Focal.

- Wulfemeyer, K. T. (2009). *Beginning Radio and TV newswriting: A self-instructional learning experience*. John Wiley & Sons

## **SEMESTER 6**

NAME OF THE COURSE	LONG FORMAT WRITING	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ604	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	<b>To learn the differences between reporting and feature writing</b>
CO 2.	<b>To understand other types of soft stories</b>
CO 3.	<b>To learn the skills for writing features/ opinion/soft stories and of interviewing</b>

### **COURSE LEARNING OUTCOMES:**

CLO 1.	<b>At the end of the semester, the students will: 1. Demonstrate skills required for feature writing</b>
CLO 2.	<b>2. Apply the various techniques used in long-format writing</b>
CLO 3.	<b>3. Write long-format pieces for various media</b>
CLO 4.	<b>4. Use the skills learnt to write long-format pieces for different audiences</b>

UNIT 1	The difference between 'hard' news, feature stories and how the demarcation is blurring
UNIT 2	What is a feature <ul style="list-style-type: none"> <li>• Difference between news reports and features</li> <li>• Difference between features for newspapers and magazines</li> </ul>
UNIT 3	Writing a feature: formulating a story idea and writing a pitch
UNIT 4	Other aspects of feature writing: <ul style="list-style-type: none"> <li>• Collecting facts and opinions/anecdotes/quotes</li> <li>• Types of leads</li> <li>• Adding colour and imagery</li> </ul>
UNIT 5	Outline of: <ul style="list-style-type: none"> <li>• Seasonal stories</li> <li>• Nostalgic stories</li> <li>• Human interest stories</li> <li>• Trend stories</li> </ul>
UNIT 6	The art of the interview: <ul style="list-style-type: none"> <li>• Preparing for face-to-face interviews</li> <li>• Structuring the questions</li> <li>• Attitude during interview</li> <li>• Transcribing: notes or recording</li> <li>• Writing the interview: question-answer format and descriptive format</li> </ul>
UNIT 7	Outline and special techniques needed for the following interviews: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Email</li> <li>• Television</li> </ul>
UNIT 8	Writing reviews: format, ethics involved and qualities/ skilled required <ul style="list-style-type: none"> <li>• Books</li> <li>• Films</li> <li>• Eateries</li> </ul>
UNIT 9	Obituary: <ul style="list-style-type: none"> <li>• What is an obituary</li> <li>• How to write an obituary</li> <li>• Can obituaries be critical?</li> </ul>
UNIT 10	Columns: <ul style="list-style-type: none"> <li>• What is a column</li> <li>• Types: analytical, advisory, interactive and agony aunt columns</li> <li>• Ethics involved</li> </ul>
UNIT 11	Editorial page: <ul style="list-style-type: none"> <li>• What is an editorial</li> <li>• Importance of the editorial page</li> <li>• Layout of an editorial page</li> <li>• Transformation of the page: fading of op-ed, middle</li> <li>• Erosion of editorial independence with growing commercialisation</li> </ul>

UNIT 12	Profile: <ul style="list-style-type: none"> <li>• What is a profile</li> <li>• How to write a profile</li> <li>• Profile of: Kumar Ketkar, Vinod Mehta, P. Sainath</li> </ul>
UNIT 13	Snippets: <ul style="list-style-type: none"> <li>• What are snippets?</li> <li>• Writing snippets with catchy headlines</li> </ul>

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## **SEMESTER 6**

NAME OF THE COURSE	MEDIA ETHICS	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ605	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	1. To introduce students to the concept of ethics as a discipline
CO 2.	2. To introduce students to applied ethics and subsequently journalism ethics
CO 3.	3. To introduce students to the debates on journalism ethics encompassing issues related to sources, ownership, conflict of interest, pressure from interest groups and government, public relations, individual belief systems among others

### **COURSE LEARNING OUTCOMES:**

CLO 1.	At the end of the semester, the students will: 1. Explain the meaning of ethics
CLO 2.	2. Analyse the role of ethics in journalism
CLO 3.	3. Synthesise their understanding of different lenses used to study ethics
CLO 4.	4. Investigate ethical and unethical practices in the journalism industry

UNIT 1	<p>Introduction to ethics or moral philosophy</p> <ul style="list-style-type: none"> <li>• What is ethics</li> <li>• Law and ethics</li> <li>• Cultural specificity in ethics</li> </ul>
UNIT 2	<p>Applied Ethics and its lenses</p> <ul style="list-style-type: none"> <li>• Deontological</li> <li>• Utilitarian</li> <li>• Subjective</li> </ul>
UNIT 3	<p>Journalism: Between responsibility and freedom</p> <ul style="list-style-type: none"> <li>• Purpose of journalism</li> <li>• Negative and positive liberty vis-à-vis the press</li> <li>• Social responsibility theory</li> </ul>
UNIT 4	<p>Truth, objectivity, accuracy and fairness</p> <ul style="list-style-type: none"> <li>• Searching for truth</li> <li>• Objectivity as method and goal</li> <li>• Accuracy as a veridical aim</li> <li>• Fairness as balancing principle</li> </ul>
UNIT 5	<p>Between the public's right to know and the citizen's right to privacy</p> <ul style="list-style-type: none"> <li>• Public vs Private – mapping the terrain</li> <li>• Distinguishing the public figure and private citizen</li> <li>• The accidental public figure</li> </ul>
UNIT 6	<p>Public Relations: the frenemy around</p> <ul style="list-style-type: none"> <li>• Press Relations as advocacy</li> <li>• Press Relations as gatekeepers</li> <li>• Public Relations vis-à-vis consumer or citizen</li> <li>• Public Relations as paymasters – money and non-money considerations</li> </ul>
UNIT 7	<p>Steering the conflicts of interest within and without</p> <ul style="list-style-type: none"> <li>• Ideological conflicts</li> <li>• Monetary conflicts</li> <li>• Institutional Conflicts</li> </ul>
UNIT 8	<p>Between the deadline and the bottom line</p> <ul style="list-style-type: none"> <li>• Revenue models</li> <li>• Advertising pressures</li> <li>• Circulation pressures</li> <li>• Underwriters' pressures</li> </ul>
UNIT 9	<p>Reporter's dilemma: deception, sourcing and the occasional theft</p> <ul style="list-style-type: none"> <li>• Source – reporter relationship</li> <li>• Deception at the service of newsgathering</li> <li>• Plagiarism</li> </ul>

UNIT 10	<p>Pictures, videos and the journalist</p> <ul style="list-style-type: none"> <li>• Pictures as representations of truth</li> <li>• Anchoring and tethering</li> <li>• Cropping and correcting as manipulation</li> </ul>
UNIT 11	<p>Journalism &amp; individual autonomy of practitioners</p> <ul style="list-style-type: none"> <li>• Conscience as touchstone</li> <li>• Individual preferences</li> <li>• Institutional demands</li> </ul>
UNIT 12	<p>Journalism &amp; Diversity</p> <ul style="list-style-type: none"> <li>• Diversity in the news</li> <li>• Diversity in the newsroom</li> </ul>
UNIT 13	<p>Journalism as a Profession</p> <ul style="list-style-type: none"> <li>• What constitutes a profession</li> <li>• Does journalism meet that standard</li> <li>• Can journalism be a vocation?</li> </ul>

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## SEMESTER 6

NAME OF THE COURSE	JOURNALISM & SOCIETY	
CLASS	TYBASCJ- JOURNALISM	
COURSE CODE	SBMMEDJ606	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To study the importance of journalism for democracy
CO 2.	To introduce students to understanding the relation between journalism, nationalism, and technology
CO 3.	To introduce students to the relationship between journalism and society as a way of forming public opinion, influencing policy, and legislation
CO 4.	To introduce students to the idea of journalism as a watchdog, as conversation, and journalists as interpretative community
CO 5.	To introduce students to the debates on the role and purpose of journalism

**Students should note that while the readings for the course are drawn from scholarship in the field conducted in the United States and Europe, the examples and class discussions, including the final project and potentially some of the questions in the exams, will focus on India. Hence, it is imperative that the students should familiarise themselves by reading newspapers, magazines and websites. It is to that end that this class has a required pre-class reading.**

**Required Pre-Class Reading:** Guha, Ramchandra. *India after Gandhi*. New Delhi: Harper Collins, 2007.

### COURSE LEARNING OUTCOMES:

CLO 1.	At the end of the semester, the students will: 1. Examine the relationship between journalism and society
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CLO 2.	2. Analyse the role of journalism in forming and shaping public opinion
CLO 3.	3. Discuss the purpose of journalism in a capitalist world
CLO 4.	4. Discuss the relation between journalism and technology

UNIT 1	<p>What is journalism</p> <ul style="list-style-type: none"> <li>• Origins</li> <li>• Technology, linguistic community and nationalism</li> </ul>
UNIT 2	<p>Journalism in a democracy</p> <ul style="list-style-type: none"> <li>• Fourth estate</li> <li>• Watchdog</li> <li>• Conversation</li> <li>• Interpretation</li> </ul>
UNIT 3	<p>Journalism and Public Opinion</p> <ul style="list-style-type: none"> <li>• History of Public Opinion</li> <li>• Why does Public Opinion matter</li> <li>• Sources of public opinion – psychological and social</li> <li>• Public opinion, perceptions and social reality</li> <li>• Measuring Public Opinion</li> </ul>
UNIT 4	<p>Journalism and Agenda Setting</p> <ul style="list-style-type: none"> <li>• Agenda Setting</li> <li>• Framing</li> </ul>
UNIT 5	<p>Journalism, Public Opinion, and Democracy</p> <ul style="list-style-type: none"> <li>• Engineering consent: Lippmann – Dewey Debate</li> <li>• Manufacturing consent: Noam Chomsky</li> <li>• Journalism and the state</li> </ul>
UNIT 6	<p>Journalism and Conflict</p> <ul style="list-style-type: none"> <li>• Information, mediation and peace</li> <li>• Dissent and consent</li> <li>• Peace Journalism</li> <li>• The public opinion industry</li> </ul>
UNIT 7	<p>Journalism and Technology</p> <ul style="list-style-type: none"> <li>• Propaganda and technology</li> <li>• Global publics and local politics</li> <li>• Internet and the possibilities of global news media</li> <li>• Social media as echo chambers</li> <li>• Fake news, lies, propaganda</li> </ul>
UNIT 8	<p>Journalism as a Business</p> <ul style="list-style-type: none"> <li>• Who pays for the news</li> <li>• Platform companies as news media entities</li> <li>• Social Media and journalism</li> </ul>
UNIT 9	<p>Models of Journalists</p> <ul style="list-style-type: none"> <li>• As story tellers</li> <li>• As advocates</li> <li>• As activists</li> <li>• As partisan</li> </ul>

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### ● **Week IV:**

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### ● **Week V:**

- Glynn, C.J., S. Herbst, G. J. O’Keefe, and R. Y. Shapiro. “Stereotyping, Social Norms, and Public Opinion” - Ch 5. In C.J. Glynn et al., editors, *Public Opinion*. Boulder, CO: Westview Press, 1999 (pp. 167-211)
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### ● **Week VI:**

- Glynn, C. J., Ostman, R. E. & McDonald, D. G. “Opinions, Perception and Social Reality”. In



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- **Week VII:**
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- Chong, D., & J. N. Druckman, “A Theory of Framing and Opinion Formation in Competitive Elite Environments”. *Journal of Communication*, 2007, 57(1), 99-118.
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- **Week VIII:**
- Glynn, C.J., S. Herbst, G. J. O’Keefe, and R. Y. Shapiro. “Methods for Studying Public Opinion” – Ch 3. In C.J. Glynn et al., editors. *Public Opinion*. Boulder, CO: Westview Press, 1999 (pp. 65-100).
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- **Week X:**

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- **Week XI:**

- Schoenbach, K., and L. B. Becker. "Origins and Consequences of Mediated Public Opinion". In T. L. Glasser and C. T. Salmon, editors. *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 323-347).
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- **Week XII:**

- Olien, C.N., G. A. Donohue and P. J. Tichenor. "Conflict, Consensus, and Public Opinion". In T. L. Glasser and C. T. Salmon, editors. *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 323-347).
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- **Week XIII:**

- Carey, J. W. "The Press, Public Opinion, and Public Discourse". In T. L. Glasser and C. T. Salmon, C.T. (Eds.) *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 373-402)
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- **Week XIV:**

- Christians, C. G. "Propaganda and the Technological System". In T. L. Glasser and C. T. Salmon, editors. *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 177-216).
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- **Week XV:**

- Miller, P. V. "The Industry of Public Opinion". In T. L. Glasser and C. T. Salmon, editors. *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 177-216).

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