



**MAIJ Module MCT 458/453 - International News Production 1 & 2
Newspaper Pathway 2011/12**

Module Leader: Sara Hadwin

Rm 1.31

Email:

Teaching sessions

Semester 1

Mondays: 9.30-5

Fridays 9.30-5

Semester 2

Mondays 9-5

Thursdays 9-5

Newsroom: Rm 0.54 Entry code 23451

Teaching team includes: Howard Barrell, Naomi Dunstan, Sharon Magill

Aims of the Module

After the opening joint sessions examining best principles and practice in print and broadcast journalism, students have chosen to follow a newspaper pathway.

The aims of International News Production 1 & 2 are:

- to give students an understanding of good journalism and its processes;
- to develop in them the practical ability to produce good journalism in their chosen medium in an international context and, so, to perform creditably in any quality news environment;
- to help students develop the intellectual integrity, critical independence and journalistic skills to report on, and engage with, the events and issues of the day to the highest professional and ethical standards; and,
- to imbue in students a critical approach to news outputs, including their own, and an interest in debates within the media industry.

Knowledge and understanding:

By the end of the two modules, students should:

- have developed a professional "news sense" and the ability to examine the assumptions underlying it;
- know how to adapt news values to the requirements of different audiences and markets;
- understand the need to achieve clarity and precision in the use of language and images, and the techniques by which this can be achieved;
- understand how to use standard software packages and hardware in their chosen medium, and be confident about their ability to learn how to use variants; and

Intellectual skills:

At the end of the two modules, students should be able to:

- communicate facts, figures, opinions and judgments, using words and/or images, in a way that is clear, precise, readily accessible and attractive to a specific audience;
- examine journalistic practice critically; and,
- research developments and issues thoroughly.

Discipline specific (including practical) skills:

At the conclusion of the two modules, newspaper pathway students should be able to:

- write clear, precise, attractive copy that is appropriately ordered in all the main newspaper story formats
- conduct interviews with sources;
- participate in a press conference;
- sub-edit copy to length and style;
- design and layout a newspaper page;
- generate content for a parallel online platform; and
- work as part of a team producing a newspaper and website.

Transferable skills:

On completion of the two modules, students should have developed:

- a clear and precise writing style;
- an ability to filter quickly a large amount of information and opinion into a brief, appropriately ordered precis of the main points;
- research skills ranging from interviewing and developing personal contacts to the use of periodicals and other secondary sources, plus the Internet; and
- information technology and desktop publishing skills.

ASSESSMENT

Formative assessment

Students on the pathway undertake regular formative assessment as we develop skills in the first semester. Individual written feedback is supplemented by group feedback during the next available workshop day.

Summative assessment

In Semester 1 there will be three summative assessment points. They are a news story exercise (50%); a subbing/layout exercise (25%) and an online exercise (25%). These are class tests conducted in the newsroom. You work to a deadline from a brief provided on the day.

News story – you will write a breaking news story from information provided in a brief and at a live press conference for an international news agency to deadline. You will be assessed on: intro, structure, content, accuracy, use of language, spelling/grammar/style, illustration ideas and follow-up plans/story ideas.

Assessment date: Class test, Monday November 28 2-5pm
Feedback date: individually by January 14 and as a group on January 31

Online exercise – you will work in a group to produce a simple website using content provided. Half the marks are given by group for the website; and half for your personal log and reflection. The website is marked on layout and design; functionality and usability; use of images; content and links (internal and external).

Assessment date: Friday December 9
Feedback date: individually by end of January

Subbing/layout exercise – you will be provided with a collection of news copy and photographs from which to select material for a tabloid newspaper page which you will design and sub-edit to deadline accompanied by a 500-word rationale explaining your image and story choices and priorities. You will be assessed on overall layout, hierarchy, headlines, use of images, text, style and quality of rationale

Assessment date: Friday December 16
Feedback date: individually by end of January and as a group on January 31

In Semester 2 assessment of students' performance in a variety of roles over a sequence of production days will account for 50% of the module marks. Students will also create a portfolio of copy produced for the newspaper across the semester to account for the other 50%.

Students produce a weekly newspaper and website of Welsh news with an international angle or international news with a Welsh angle. Students work to a rota which allocates a different role each week. The senior roles rotate so that everyone has a chance to be editor, chief sub, news editor and online editor inbetween weeks in the reporting, subbing or online squad. Everyone writes something each week for the edition. Feedback is offered and the student selects the best work across the run of production days for inclusion in a final portfolio which accounts for 50 per cent of the module mark. The other half of the marks are allocated to continuous assessment of each individual's production day contribution. An element of self-assessment is included for the executives each week.

Assessment date: continuous assessment with a final portfolio deadline in May
Feedback date: weekly for continuous assessment – individual and group; portfolio mid-June - individual

SCHEDULE

All sessions take place in the Newsroom: 0.54.
Code: 23514

WEEK 2 w/c Oct 10

Mon:	10am-1 2-5pm	Pathway introductions Media monitoring News quiz and news story
Fri:	9.30 -12.30 2-5pm	News conference Reporting skills – intros Reporting news – intros + exercise

WEEK 3 w/c Oct 17

Mon:	9.30-11.15am 11.30-1 2-5pm	News conference + sources Sources exercise Sources exercise + news story
Fri:	9 -11.20am 11.30am-1pm	News conference + feedback on intros and story Spin and Political Reporting

Charles Reiss

With voter apathy at record levels, how can the media and the politicians engage readers, viewers and voters? Is spin counterproductive? How do journalists and public relations executives deal with the culture of secrecy in British public life? And what can or should journalists and politicians do to try to reverse the meltdown of public trust in both their professions? How are politics – and the reporting of politics – likely to change in the next few years?

Charles Reiss is one of the UK's most experienced political journalists. He was political editor of the *Evening Standard* from 1985-2005. He was chairman of the Lobby from 1995 to 1996.

2-5pm	Press conference
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WEEK 4 w/c Oct 24

Mon:	9.30am -11 11.15-1 2-3pm	News conference + feedback Reporting news – Press conferences Reporting news – Press conference and writing up
Fri:	9.30am 10-11.20am 11.30am-1pm	News conference Online Reporters and the reported Dying to Tell the Story

Rodney Pinder

Journalism, as a profession, is taking too many casualties. Safety is paramount, whether for a war correspondent in the field, an investigative journalist in the developing world or a local reporter in the UK covering a football match or a demonstration. Reporters need to be able to assess risks; Editors need to be aware of safety issues when assigning. The International News Safety Institute (INSI) has completed a global inquiry into journalist safety: its conclusions have implications for everyone working in the media

Rodney Pinder is Director of the International News Safety Institute, an international organisation dedicated to making journalism safer through awareness and training. He was an international correspondent and news executive for 35 years, covering conflicts from Northern Ireland through the Middle East and the Gulf to South Africa and a former global editor of Reuters Video News.

2-5pm Newsgathering – feedback + news writing exercise

WEEK 5 w/c Oct 31

Mon: 9.30am News conference + feedback
 11.30am-1pm Interviewing
 2-5pm Newsgathering - interview exercises

GREGYNOG

Fri: 9.30am News conference
 + something else News backgrounders and story development
 11.30-1 Reporters and the reported
 Emotion, Trauma and Good Journalism

Mark Brayne

Journalism is a demanding job, but it should not make you ill. Part of the new approach to the media business is a new recognition of the need to deal with these pressures. How do you avoid stress yourself and spot it in your colleagues? Journalists spend a lot of time dealing with stressed people, from victims of crime to witnesses to an accident. How do you report a bad situation without making it worse?

Mark Brayne was the founding director of the Dart Centre Europe, the European wing of the main international organisation in the field of stress and trauma. He was an experienced BBC and Reuters foreign correspondent in Moscow, Berlin, Central Europe and Beijing. He is now a trained and practising psychotherapist and is the country's leading expert on post-traumatic stress and trauma in journalism.

2-5pm Story development exercise

WEEK 6 w/c Nov 7

Mon: 9.30am News conference
 10am-1pm Online prep
 2-5pm Online presentations

ND

Fri: 9.30-11.15am Conference + feedback catch up + specialist reporting
 11.30am-1pm Do Newspapers have a Future?

Peter Preston

Newspapers are changing radically as the industry tries to secure its long terms future. Can the newspaper industry embrace new media – or will it be destroyed by it? How can high quality journalism be preserved in a world of blogging, free newspapers and budget cuts? What sort of newspaper journalism – and what sort of newspaper journalists – will emerge from the revolutionary changes now taking place?

Peter Preston was editor of The Guardian from 1975 to 1995. He is a former chairman of the International Press Institute. He is director of the Guardian Foundation and writes on the media for The Observer.

2-5pm Specialist reporting exercise

For Distribution to CPs

WEEK 7 w/c Nov 14			
Mon:	9.30am	News conference and feedback	
	10-11.15am	Photography	
	11.30am-1pm	Photoshop	ND
	2-5pm	Reviewing	
Fri:	9.30am	News conference	
		Feature writing	
	11.30am-1pm	Online - Dreamweaver	ND
	2-5pm	Feature writing exercise	
WEEK 8 w/c Nov 21			
Mon:	9.30am	News conference	
	10-11.15am	News refresher	
	11.30am-1pm	Indesign 1	ND
	2-5pm	News story mock w press conference	
Fri:	9.30am	News conference	
	10-11.15am	Leader writing	HB
	11.30-1pm	Online - Dreamweaver	ND
	2-5pm	Leader writing exercise	HB
WEEK 9 w/c Nov 28			
Mon:	9.30-1	ASSESSMENT POINT 1: News story assignment	
	2-5pm	Subbing, design, layout, use of pix	
Fri:	9.30am	News conference + feedback	
	10-11.20am	Online - building a website	ND
	11.30am-1pm	Reporters and the Reported, Birt Acres Lecture Theatre	
		Freedom of Information	
	2-5pm	Subbing	
WEEK 10 w/c Dec 5			
Mon:	9.30-11.15am	News conference + feedback	
		Design tabloid news page	
	11.30am-1pm	Indesign 3	ND
	2-5pm	Design tabloid news page	
Fri:	9.30am	News conference + feedback	
	10.30am-5pm	ASSESSMENT POINT 2: Online	ND
WEEK 11 w/c Dec 12			
Mon:	9.30am-5pm	News conference + feedback	
		Design tabloid news pages	
Fri:	9.30am	News conference + feedback	
	10.30am onwards	ASSESSMENT POINT 3: Subbing	
		Copytaste, sub and layout a tabloid news page	

Sessions led by Sara Hadwin except where indicated

A day of video training will also be provided on a date tbc, probably a Saturday.

Reading list:

Beckett, Charlie (2008) *Super Media: Saving journalism so it can save the world*, Wiley-Blackwell
Challenging thinking for the networked journalists. See also his Polis organisation.

Cole, Peter and Harcup, Tony (2010) *Newspaper Journalism*, Sage
Interesting mix of academic research and practical observations on the current challenges facing print news media, including how they impact on the individual journalist.

De Burgh, Hugo ed (2001) *Investigative Journalism*, Routledge
Thorough context for investigative journalism, including some legal pointers, accompanied by real case studies ranging across print and broadcast. Lots of useful lists for follow-up reading.

Evans, Harold, (2000) *Essential English for Journalists, Editors and Writers*, Pimlico,
The news writing component of the classic Evans newspaper series, revised perhaps a little too respectfully from the 1972 original *Newsman's English*. So, a little old-fashioned but packed full of dos and don'ts and discussion of different story treatments. An extensive chapter on headline writing will help reporters now often expected to come up with their own for templated web or print pages.

Franklin, Bob ed (2008) *Pulling Newspapers Apart: analysing print journalism*, Routledge
Mix of practitioners and academics examine elements of the modern newspaper

Hargreaves, Ian (2003) *Journalism: Truth of Dare*, Oxford University Press
Thought-provoking examination of 21st century role of journalist and the continuing significance of freedom of the press

Hay, Vicky (1990) *The Essential Feature*, Columbia University Press
Standard text on feature writing

Hennessy, Brendan (2006) *Writing Feature Articles*, Focal Press
Good basic introduction to feature writing with focus on generating and selling ideas.

Hicks, Wynford with Adams, Sally and Gilbert, Harriett, (1999) *Writing for Journalists*, Routledge
Useful basic text with a concise chapter on writing news, a helpful discussion of style and a glossary of terms.

Herbert, John (2001) *Practising Global Journalism*, Focal Press,

Kovach, Bill & Rosensteel, Tom (2004) *The Elements of Journalism*, Atlantic Books
Thoughtful offering based on the manifesto of the US Committee of Concerned Journalists. Chapters examine the implications of declarations such as: Journalism's first obligation is to the truth; Its essence is a discipline of verification and It must strive to make the significant interesting and relevant – enter the specialist reporter. A favourite book for making it all seem worthwhile

McKane, Anna (2006) *Newswriting*, Sage
Appropriately plain-speaking and very practical guide to news writing with a generous quota of worked examples. Encourages a healthy respect for precise use of language.

Phillips, Angela (2007) *Good Writing for Journalists*, Sage
Deconstructs real examples of good writing by a fascinating mix of mainly feature writers. Useful chapter on personal and comment columns, including a Boris Johnson motoring column.

Quinn, Stephen & Filak, Vincent, (2005) *Convergent Journalism*, Focal Press,
An early offering of advice for the reporter in a converged world. This is both a useful and thought-provoking read, applying fundamental approaches, such as the inverted pyramid, to new scenarios online as well as in print.

Quinn, Stephen (2001) *Digital Sub-editing and Design*, Focal Press,
Really useful book on onscreen design and layout

Randall, David, (2007) *The Universal Journalist*,

Excellent all-round guide for the 'thinking' journalist drawing on Randall's varied experience, particularly as a news editor. Chapters 13 onwards are particularly relevant for newswriting tips and advice. Randall draws on the history of journalism and his own long career not to succumb to rose-tinted nostalgia but to offer insights into how we can all do better.

Schiffrin, Anya (ed.), (2004) *Covering Globalization. A Handbook for Reporters*, Columbia University Press,

Truss, Lynne (2003) *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation*, Profile Books.

An impassioned plea for why punctuation matters from Lynne Truss for whom this was a surprise best-seller. It's also suitably straightforward for those without the benefit of a formal education in English grammar.

van Ginneken, Jaap (1998) *Understanding Global News*, Sage,

Ward, Mike (2002) *Journalism Online*, Focal Press,

One of the original guides on how to make best use of online opportunities and what it means for writing styles and much more. Some elements are dated but it deals well with the intrinsic challenges, particularly for those used to a print-only environment.

Some recommended links

<http://www.bbc.co.uk/journalism>

Great addition to the pool of advice available publicly on what constitutes good journalism and how to achieve it. Basics aren't neglected and there's an interactive dimension too to test spelling, grammar and more.

<http://www.economist.com/research/styleguide/>

The Economist outlines its style online as well as in a hardback pocket book. There's even a quiz and links to other reading, including an archive of Johnson columns discussing the finer points of the English language.

<http://www.guardian.co.uk/styleguide>

The Guardian, Observer and guardian.co.uk now share a style guide which is available on line and in print. This is a world where being labelled a pedant is a compliment. Check out its clarification and corrections section and the regular commentaries from its readers' editor.

<http://www.guardian.co.uk/media/2007/nov/12/mondaymediasection.pressandpublishing3> (Accessed August 2010)

David Leigh's plea for Slow Journalism appears under the heading: Are reporters doomed? Follow it through and see how the debate has evolved since.

<http://www.niemanlab.org/>

Harvard-based operation which describes itself as "a collaborative attempt to figure out how quality journalism can survive and thrive in the Internet age". Thought-provoking and leans to non-profit models.

<http://www.k-1.com/Orwell/index.cgi/work/essays/language.html>

(Accessed August 2010)

Orwell's classic essay on Politics and English Language from May 1945

<http://www.poynter.org>

Busy site of the Poynter Institute - a school dedicated to teaching and inspiring journalists and media leaders. It promotes excellence and integrity in the practice of craft and in the practical leadership of successful businesses. It stands for a journalism that informs citizens and enlightens public discourse.

http://www.societyofeditors.co.uk/page-view.php?page_id=191&parent_page_id=141

(Accessed August 2010)

The Society of Editors campaigns for media freedom, bringing together editors from all news media. The resources tab on its website includes a wealth of advice on reporting relatively marginalised and vulnerable groups including Reporting Diversity, Reporting Poverty and the MIND Mental Health Reporting guide.

<http://www.bbc.co.uk/blogs/thereporters/robertpeston/>

BBC Business editor Robert Peston's blog gives a running commentary on the business world and provides a good example of the expectations on a multi-media specialist.

<http://people-press.org>

Interesting data on the audience responses from the Pew Research Centre for the People & The Press

<http://www.tcij.org/>

The London-based Centre for Investigative Journalism hosts conferences and events as well as operating a really useful website. It majors on computer assisted reporting with a focus on major investigations

<http://www.thinkbuzan.com>

Site of Tony Buzan who originated the Mind Map. A software package is now widely available to ease the process and an iMindMap app. Useful for developing story ideas or developing specialist coverage

Check out websites for : World Association of Newspapers

International Press Institute

Reporters Without Borders

See also course materials and links on Learning Central

Cardiff University School of Journalism, Media and Cultural Studies

Student Number:			
Module Code:	MCT458	Title:	International News Production 1 – newspaper pathway
Assignment:	News story	Contribution to module mark	50%
Marker:	Sara Hadwin	2 nd marker: Howard Barrell	
Semester:	Autumn 11/12	Assignment date:	28/11/11
Grade:			

MA International Journalism Feedback sheet

Strong questions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Poor or no questions
News in a nutshell intro	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Intro poor
Effective structure	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disjointed structure
Pertinent content	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Significant content omissions
Accurate throughout	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Serious or multiple errors
Effective use of language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wordy/inappropriate language
Spelling/grammar/style correct	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Errors in spelling/grammar/style
Creative illustrations planned	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Poor/unrealistic illustrations planned
Appropriate follow-up ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inadequate/unrealistic follow-up ideas

Boxes blacked out on the left side indicate a strength of the work; to the right a weakness

Explanation and other comments:

Cardiff University School of Journalism, Media and Cultural Studies

Student Name/No:			
Module Code:	MCT458	Title:	International News Production 1 – newspaper pathway
Assignment:	Subbing	Contribution to module mark	25%
Marker:	Sara Hadwin	Second marker: Howard Barrell	
Semester:	Autumn 11/12	Assignment date:	16/12/11
Grade:			

MA International Journalism

Stories prioritised in line with brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stories not prioritised in line with brief
Clear hierarchy of headlines & images	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Page lacks focus and hierarchy
Dynamic headlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Headlines lack impact
Pictures cropped & positioned well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Poor positioning/cropping of pictures
Facts, spelling and style correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Errors in facts, spelling and/or style
Well-argued rationale for page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inadequate/unrealistic rationale for page

Boxes blacked out on the left side indicate a strength of the work; to the right a weakness

Explanation and other comments: