

Course Title: Writing in the Field of Journalism

Course Code:2201371

Prerequisite: None

Course Coordinator:

Course Description:

This course aims at providing students with the proper training needed for writing news reports, editorials, feature stories, etc. it emphasizes the language structures, vocabulary and format needed for that purpose. Students are to be exposed to model articles, reports, editorials that they can imitate and improvise on. Critical discourse analysis of news reporting will be based on texts from leading English newspapers.

Course Goals:

By the end of the course, students should be able to:

Knowledge and Understanding:(Students should)

- A. know the physical components of newspapers
- B. know the stock vocabulary and language patterns of journalese.
- C. understand the ideological structure of political discourse.
- D. be able to understand and discuss how language can be used by journalists for persuasive, manipulative or even abrasive purposes.

Analytical Skills (Students should)

- A. be able to use critical discourse skills when dealing with news texts.
- B. be able to identify various linguistic persuasion devices used in news reporting.
- C. develop an ability to expose the political bias of news reporting with a view to recognizing manipulative linguistic structures employed in the construction of reality.

Subject Specific Skills (Students should)

- A. use appropriate journalistic vocabulary and prescribed patterns commonly found in news reporting.
- B. be familiar with linguistic devices that manipulate, distort, and suppress a written product which is biased/prejudiced.

Transferable Skills (students should)

- A. display linguistic skills which realize the interpersonal function of language, namely, strategies of naming, modality and speech acts.
- B. read and appreciate how news texts give information, which could provide only a partial version of reality.
- C. develop are ability to write news reports, headlines, editorials, advertisements..... etc.

Textbook:

Danuta Reah. *The Language of Newspapers*. Routledge: London and New York, 1998.

References:

Knowles, William. *Selected Readings for Basic Journalism Writing*.

<http://www.jordantimes.com/>

Bell, A 1994. *The Language of the News Media*. Oxford, UK. And Cambridge, MA. Blackwell.

Trew, T. 1979. What the Papers Say: Linguistic Variation and Ideological Difference. In *Language and Control*, R. Flower, et al., Eds. London and Others: Routledge and Kegan Paul: 117-156.

Wodak R. 1989. (Ed.) *Language, Power and Ideology: Studies in Political Discourse*. Amsterdam/ Philadelphia: J. Benjamins Pub. Co.

Course Policies:

1. You are allowed up to 5 absences. If you exceed this number, you will fail the class.
2. Tardiness will not be tolerated. If you come to class after I take attendance, you need to enter without making any noise. Each two tardies will count as one absence.
3. No Make-up exams, no exceptions.
4. Plagiarism is a serious academic offense that will result in your failing the class. Learning Spark notes by heart and repeating the information word by word in the exam is a type of plagiarism.
5. Participation is an essential part of course work. It does not merely mean coming to class; it involves preparing before hand and playing an active role in class discussion.

Methods of Teaching:

- A. Lectures: Three hours per week
- B. Assignments
- C. Project: preparing a journal to be submitted one week before the end of the term.
- D. Videotapes

Evaluation:

Mid-Term Exam	30%
Participation	5%
Project (Journal)	10%
Final Exam	50%

Academic Calendar 2009/2010

Week		Required Readings
One	Sept 27 - Oct 1	Unit One: Introduction What is a newspaper? 1 What is news? 4 Do newspapers contain news? 5
Two	Oct 4-8	Who owns the press? 8 Who pays for newspapers? 8 Should newspapers be impartial? 10
Three	Oct 11-15	Unit two: Headlines What is a headline? 13 What are headlines for? 13 The language of headlines 15
Four	Oct 18-22	Putting words in: what the headline writer includes 16 Taking words out: what the headline writer omits 19 Shaking it all about: how the headline writer reorganizes language 20
Five	Oct 25-29	Graphological features of headlines 23 Headlines as information 25 Headlines as opinion manipulators 28
Six	Nov 1-5	Unit three: Audience Who reads the papers? 35 How newspapers identify their audience 36
Mid-Term Exams		
Seven	Nov 8-12	The identity of the reader 40 The role of the audience 40 Editorializing 45
Eight	Nov 15-19	Unit Four: Representation of groups: words, words, words Linguistic determinism 53 What's in a name? 55
Nine	Nov 22-26	Representations of women 63 Sexuality
Eid Vacation		
Ten	Nov 29 - Dec 3	Unit Five: Representations of groups: syntax Mothers behaving badly: Madonna and Mandy Allwood 80 Case study 1: Mandy Allwood 80
Eleven	Dec 6-10	Deleting the actor 87

		Case study 2: Madonna 90 Facts and possibilities 92
Twelve		Deleting the action 92 Modality 94 Putting it in order 96
Thirteen		<u>Unit Six: Discourse</u> Johnny Foreigner: newspapers at war 99 Identifying patterns in text 100 Lexical cohesion 102
Fourteen		Reference 103
Fifteen		Narrative in newspaper texts 106 What is narrative? 106
		Final Exams