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TOWARD THE DEVELOPMENT OF A COURSE FILE IN INTRODUCTION TO MASS COMMUNICATION AND CAMPUS JOURNALISM

RAMER V. OXIÑO

Faculty Researcher

Center for Research and Development in Education

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Introduction

The media so fully saturate our everyday lives that we are often unconscious of their presence, not to mention their influence. Media inform us, entertain us, delight us, annoy us. They move our emotions, challenge our intellects, insult our intelligence. Media often reduce us to mere commodities for sale to the highest bidder. Media help define us; they shape our realities. However, media do none of this all alone. They do it *with* people and *to* the people who are consumers of media contents through mass communication (Baran, 2007).

However, in a period of remarkable development in new communication technologies, contemporary mass communication and its implications for both communication industries and media consumers have changed their nature. Inevitably, this has changed to an examination of media literacy, its importance and practice.

Baran (2007) defines media literacy as an awareness of the impact of the media on individuals and society; an understanding of the process of mass communication; strategies for analyzing and discussing media messages; an awareness of media content as a “text” that provides insight into contemporary culture; cultivation of enhanced enjoyment, understanding, and appreciation of media content; development of an understanding

of the ethical and the moral obligations of media practitioners; and development of appropriate and effective productions skills.

Media literacy requires mastery of several skills: the ability and willingness to make an effort to understand content, to pay attention, and to filter out noise; an understanding of and respect for the power of media messages; the ability to distinguish emotional from released reactions when responding to content and to act accordingly; development of heightened expectations of media content; a knowledge of genre conventions and the ability to recognize when conventions are being mixed; the ability to think critically about media messages no matter how credible their source; and knowledge of the internal language of various media and the ability to understand its effects, no matter how complex.

Considering the tremendous impact of mass media on the people and society, a big challenge lies on the part of the consumers of media content. Consumers ought to acquire such literacy for them to sustain their essential role in mass communication process.

This is the rationale why Mass Communication and Campus Journalism is included in the BSE English curriculum as an elective course. It is these pre-service teachers that would carry out the task of preparing or making future generations media literate. It is thus imperative that they have to be adequately prepared by imbuing them with requisite knowledge and skills required or in the actual workplace.

There are problems, however, that beset the training of these pre-service teachers. Inadequacy of updated and relevant materials in teaching such course is the most common and frequent problems among teacher education institutions (TEIs) that offer the same course.

The Philippine Normal University as TEI is not spared from this problem. Just like other TEIs, it also faces insufficiency in instructional materials for Introduction to Mass Communication and Campus Journalism and if there are any, they may be outdated and as what Malinao (2006) pointed out, most books being used in journalism were written by American authors and may quietly espouse American point of view.

PNU English major graduates sigh in disappointment after taking the Licensure Examination for Teachers (LET). They lament that they find it hard to hurdle items along said subject. This clearly suggests inadequacy or mismatch between the contents they are provided in pre-service training and the competencies that are required in the actual workplace.

Our world advances technologically so as the communication technologies. These communication advancements have changed the landscape of the mass communication process. As a result, there is an emergence of trends and issues that have to be recognized and noted carefully for they are crucial in further development of mass communication process. Since these emerging trends and issues lend enormous relevance, they have to be integrated in the instruction for training future teachers that would handle the subject.

There is therefore an urgent need for the development of instructional materials that are carefully designed to include current trends and issues in Mass Communication and Campus Journalism that should not only primarily benefit those that are directly involved in the teaching and learning process like professors and students but also the instruction of the course in general.

Considering the above-cited realities in the teaching of Mass Communication and Campus and Campus Journalism, this study is geared toward the development of a course file. A course

file is an all-in-one instructional material that is used in teaching a particular course. It contains a syllabus and literature that provide discussions for the topics in the syllabus.

The course file that this study so intend to develop will be based on a research-based syllabus that will include a carefully selected topics. The selection of the topics will be anchored on research findings, curricular objectives as well as on the current demands in teaching the course.

The course file will include a carefully selected literature that will provide students with sufficient and extensive discussions as well as updated information on issues and trends as they will be derived from latest edition of books and other references for Mass Communication and Campus Journalism.

Statement of the Problem

This study sought to develop a Course File in Introduction to Mass Communication and Campus Journalism.

Specifically, this study sought to:

1. Review the existing syllabuses used in teaching Introduction to Mass Communication and Introduction Campus Journalism developed and used by professors at PNU in terms of the following:
 - 1.1 Course Description
 - 1.2 Course Objectives
 - 1.3 Course Format
 - 1.4 Course References
 - 1.5 Course Content
 - 1.6 Course Requirements

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2. Review the literature in Mass Communication and in Campus Journalism;
 3. Gather references for Introduction to Mass Communication and Campus Journalism to be used in developing a Course Syllabus;
 4. Develop a course syllabus for Introduction to Mass Communication and Campus Journalism; and
 5. Develop a course file out of the course syllabus.

Significance of the Study

This study holds significance. Basically, the output of this study—a course file—would benefit both the professors who teach the course and the students who take Introduction to Mass Communication and Campus Journalism as an elective course for BSE English.

Considering the purpose and the nature of the course file, it would be advantageous on the part of the professor and students for carrying out smooth and quality instruction. The acquisition and preparation of complete and relevant materials for the course may require so much time and effort and may be too costly.

The development of the course syllabus in Introduction to Mass Communication and Campus Journalism through this research may help professors who teach the course come up with a uniform or standardized course syllabuses.

On the other hand, the findings of the research may shed light or help inform not only professors and students but also the teacher education institutions (TEIs) in the country that offer the

same course about the actualities in training of pre-service teachers especially along the line of Introduction to Mass Communication and Campus Journalism and that perennial problems that come along may be addressed effectively.

The idea of coming up with a course file and the methodology employed in the study may be adopted by other researchers from other TEIs to come up with an output of the same nature in different courses or fields of specialization.

Scope and Limitations of the Study

The study was started in June 2008 and was completed in February 2009.

The study included only the development of the syllabus as basis for the development of course file for Introduction to Mass Communication and Campus Journalism.

Only the syllabuses for Introduction to Mass Communication and Introduction to Campus Journalism developed and used by professors at PNU were included in the review and evaluation. Syllabuses from other colleges and universities were not included.

For the review and the gathering of references for the syllabus, only the PNU library and the English department faculty library were included in the survey. To acquire the latest editions of the identified references only the leading bookstores in Metro Manila were surveyed.

The researcher did not include extensive activities through work sheets and task sheets and homework assignments to reinforce their mastery of each topic.

Methods and Procedures

Research Design

Centrally, this study focused on the formulation of the course objectives and on the identification and selection of topics that were deemed relevant and timely to be included in the course syllabus in Introduction to Mass Communication and Campus Journalism. The course syllabus was used as framework for the development of the course file.

The research was descriptive-developmental in nature. The available course syllabuses that were developed by professors at PNU in teaching Introduction to Mass Communication and Introduction to Campus Journalism were used as units of analysis and the course file in Introduction to Mass Communication and Campus Journalism was developed. McDonough and Shaw (2000) argued that although syllabuses typically are written and published documents, their circulation is often restricted to the particular situation for which they have been drawn up and one of the simplest ways of surveying the types available is to examine the content pages because they reveal the underlying principles and assumptions on which the writers have based their material.

Procedures

The researcher of this study embarked on a ten-stage research process. The processes included in the following:

Stage 1: Analysis of Needs

The analysis of needs involved the identification of needs of the actual world of work in line with the teaching of Introduction to Mass Communication and Campus Journalism. It also included

the identification of the needs of professors at the department of English who teach and the students who take the course.

Stage 2: Review of Available Syllabuses

At this stage, the researcher reviewed the course syllabuses that were developed and used by professors at PNU in teaching Introduction to Mass Communication and Introduction to Campus Journalism.

The review involved the following: number of course syllabuses developed and used, the availability of the course syllabuses, course description, course objectives, course format, course references, course content and course requirements.

Stage 3: Review of Instructional Materials

At this stage, instructional materials such as course files, modules, workbooks, pamphlets and handouts that may be available or may have been used in teaching Introduction to Mass Communication and Campus Journalism were identified and reviewed in terms of the objectives/purposes, contents, format and availability.

Stage 4: Review of the Thrusts of the English Department

The thrusts of the English Department were identified and reviewed. The identification and the review of the thrusts were important in identifying whether the thrusts permeated in the course objectives.

Stage 5: Review of the References of the Available Course Syllabuses

At this stage, the references used and included in the available syllabuses were reviewed. The review was meant to find

out whether the references used were written by Filipino or foreign authors, the recency of publication of the references, the availability of the references at PNU library, the accessibility of the students to the references, the appropriateness and applicability of the references of to the context of Philippine society and the relevance of the references in realizing the course objectives in general.

Stage 6: Review of Current Literature in Mass Communication and Campus Journalism

This stage involved the review of current literature in Mass Communication and in Journalism to find out the latest trends and issues that should be included in the instruction. The review yielded information that would tell what course objectives and contents may be omitted, retained or added to keep the relevance of the course and of the instruction.

Stage 7: Development of the Syllabus

This was the stage where the course syllabus was developed. The development considered all the findings or observations from Stage 1 to Stage 7 of the research processes employed in the study. The researcher came up with a course syllabus in Introduction to Mass Communication and Campus Journalism. The two courses were before taught as two separate courses but were fused into one course in the new BSE English curriculum.

Stage 8: Evaluation of the Syllabus

After the syllabus was developed, it then underwent evaluation. The evaluation was conducted by a team of evaluators that comprised the researcher, the researcher's paper adviser, the head of the department of English, and some faculty members from the same department. The evaluation included critical

analysis of the format, description, objectives, contents, requirements, references and policies that the researcher included in the course syllabus. The results of the evaluation were used as bases for further revision and refinement of the material.

Stage 9: Development of the Course File

This stage involved the development of the course file. The development of the course was entirely based on the evaluated course syllabus. The course syllabus determined the contents, the arrangement of the literature, and the format of the course file.

Stage 10: Evaluation of the Course File

After the course file was finally developed, it underwent an evaluation conducted by the team of evaluators that also evaluated the course syllabus. The evaluation was conducted to ensure the reliability of the course file as an instructional material. The evaluation focused on the literature included to find out whether they were sufficient and appropriate to provide discussion to every topic included in the course syllabus.

Results and Discussions

Review of Existing Course Syllabuses Used in Introduction to Mass Communication and Introduction to Campus Journalism

In the old BSE English curriculum, Introduction to Mass Communication and Introduction to Campus Journalism were taught as two separate courses; Introduction to Mass Communication was English 12, while the Introduction to Campus Journalism was English 13.

The records of the Department of English as of the first semester of SY 2008-2009 on syllabuses for BSE English showed that there was no or there had not been any course syllabus submitted to the department of English for records purposes since the English 12 – Introduction to Mass Communication was offered as one of the major courses of BSE English. This suggest that the professors who were tasked to teach the course did not use or did not have any course syllabuses at all or if they d any, the course syllabuses they prepared were not made available to the department of English for records purposes and maybe to the students for their use.

The absence of course syllabuses for teaching Introduction to Mass Communication over the years at PNU may be attributable to the fact that many instructors overlook the importance of preparing an effective course outlines. Woolcock (1992) identified four possible reasons: 1) students, instructors and administrators alike tend to associate good teaching to mythical quality known as ‘dynamism’, that is, it is often viewed that if an instructor can ‘wow’ an audience, if he has a charismatic quality of being ‘dynamic,’ then he is hailed as a good teacher; 2) most instructors attribute both the success and failure of their teaching to the individual behaviors alone which means that if a work is handed in late, if the students do poorly on assignments, if students turn up late for class, then it is because students are lazy or stupid (or both); 3) some instructors conceive of their course as the medium which links student learning to the attainment of the department’s or the university’s mission statements. Sometimes professors fail to recognize that course outline is part of a four-way agreement between instructor, students, department and university; and 4) course outline are often overlooked because their role in facilitating student learning is vastly underappreciated.

Contrastingly, the same records showed that, so far, there had only been two (2) available course syllabuses for English 12 –

Introduction to Campus Journalism. The available course syllabuses were the only ones prepared or developed by PNU professors since the course was offered as one of the major subjects of BSE English. The available course syllabuses were analyzed in the study. To make the review, reference or comparison easier, the researcher labeled the syllabuses as **CS A** and **CS B**.

Course Description

Table 1 shows the descriptions of Introduction to Campus Journalism as stated in the course syllabus available at the department of English. The descriptions reflected in both course syllabuses covered the provision of basic skills that range from identification to editing of stories and the introduction of basics of print journalism like news reporting and student paper advising. They also covered knowledge of the historical aspects and the legal parameters of print journalism.

The descriptions of these syllabuses held relevance because noticeably, they are still congruent to the current description of the course, however it is new (Introduction to Mass Communication and Campus Journalism), as prescribed by the curriculum.

The researcher, however, found something lacking in the course description: the coverage of the acquaintance to trends and issues in Journalism, Campus Journalism particularly in student paper advising. This may be attributed to the fact that during that time (years in which these course syllabuses were prepared and used) although computers had already been invented and Internet had already started to operate, the information and communication technology had not yet revolutionized so its impact was relatively subtle to affect Journalism, so as instruction.

Table 1. Description of Introduction to Campus Journalism as Stated in the Course Syllabuses Analyzed

Course Descriptions	
CS A	CS B
The course provides the basic skills required like identifying, gathering, writing and editing stories. The English Majors are introduced to the basics of print journalism including reporting, news writing, editing, proofreading, copyreading, layouting, ethical and legal issues, and student paper advising	The course covers knowledge of the history of newspapering, in the Philippines (commercial and campus papers); acquaintance with noted circulars, bulletins, DECS Memoranda and Republic Act 7079 better known as campus journalism act of 1992 that govern and regulate the putting out of campus papers in the country. It also deals with knowledge of the basic jobs of functions of a newspaper and the current jargons used in the newsroom. The course also introduces news writing, feature writing, editorial writing, column writing, sports writing, layouting, photojournalism, newspaper ethics and law of the press.

Course Objectives

The course objectives that were reflected in the syllabuses ranged from understanding basic concepts and principles in journalism to demonstrating social awareness of events and from tracing the historical development of Philippine Journalism to editing articles according to prescribed rules (Table 2).

Applying Bloom's new taxonomy model, the taxonomy of learning behaviors that can be thought of as "the goals of the

training process,” the verbage used in the formulation of the objectives suggested that the skills intended for students to develop ranged from *remembering* level to *evaluating* level. *Remembering* is the lowest level in the hierarchy while *evaluating* is next from the highest level. Based on the interpretation of levels in Bloom’s taxonomy, the intended skills ranged from retrieving, recognizing and recalling relevant knowledge from long-term memory to making judgments based on criteria and standards through checking and critiquing. Noticeably, there was no any behavioral term used in stating the objectives that reached the level of *creating*, the highest level that includes skills like putting elements together to form a coherent or functional whole and reorganizing elements into new pattern or structure through generating, planning or producing (Forehand, 2008).

The course objectives included in the course syllabuses may be congruent to the course description as well as to the department’s and University’s mission statement. A close inspection at the course objectives, however, would reveal that the intended skills may not be sufficient enough to constitute the competencies that are required in the actual workplace. The actual workplace requires teachers who are not only knowledgeable of the subject matter but also highly equipped with paper advising skills and highly competent in producing or putting out school papers and these skills and competencies are not articulated in the course objectives.

Table 2. Objectives of Introduction to Mass Communication as Stated in the Course Syllabuses Analyzed

Course Objectives	
CS A	CS B
Understand the basic concepts and principles in journalism;	Trace the historical development of Philippine Journalism;
Gain background knowledge on the various aspects of journalism and its social impact;	Stress the need for objectivity, balance and accuracy in news reporting;
Stress the need for objectivity, balance and accuracy in news reporting; and	Appreciate the newspaper as a medium of mass communication;
Demonstrate positive social awareness of local, national and international problems through study of current events	Realize the role of the newspaper in molding the enlightened public opinion in a democracy;
	Evaluate the role of the student press in developing values; and
	Write news stories, editorials, feature articles, columns following the canons of good writing; and
	Copyread, proofread and edit written materials according to prescribed rules.

Course Syllabuses' Format

Table 3. Format of Course Syllabuses in Introduction to Campus Journalism

Course Format	
CS A	CS B
Introductory Information Course Number and Title No. of Credit Hours/Units School Term No. of Sessions/Days/Hours Prerequisites Meeting Days/Hours Classroom Location	Course Title and Number Number of Units Prerequisite Course Description Objectives
Instructor's Information Full Name and Title Academic Rank Office Location Office Phone Number Consultation Hours Home Phone Number	Course Content Requirements Methodology References
Course Description, Objectives, and Content	
Course Requirement/Grading System	

Table 3 shows the format of the course syllabuses reviewed. Inspection of the format revealed several differences. As shown in the table, CS A did not include important parts like subtopics, methodology, references and course policies but it included course competencies. On the other hand, CS B lacked

some important parts like course policies and grading system but it included methodology.

The differences in the format of the course syllabuses suggest that during the time these course syllabuses were prepared, there was no prescribed standard format for designing a course syllabus. It can be gleaned that it was the professors' discretion as to what part to include or what part to exclude. This resulted in variation in the formats where some parts that should provide important information to students were not included.

A. References/Supplementary Readings

As noted in the review of the format, only CS B included references. The absence of the reference can create a serious misunderstanding between the professor and the students. According to an article on preparation of syllabus at Lesley University (2009), it is important to prepare a complete and detailed syllabus. A course syllabus is an official agreement made at the start of a course between the professor and his students, and if in case any misunderstanding arises regarding course references or other requirements, the course syllabus may be used as reference or source upon which to base a decision. The syllabus is the solid foundation upon which to build a course.

Table 4 exhibits the list of textbooks and reference cited in CS B. It can be clearly noted that there were only limited textbooks (2) were included and only one (1) reference. The textbooks cited were published in the Philippines and so were written by Filipino authors while the only reference cited was published in USA. The references did not include either a list of supplementary readings that may include books, journals, websites, etc.

The absence or the limited number of textbooks and reference cited in the course syllabuses reviewed may be due the

fact that in the Philippines, as noted by Malinao (2006), most books used in journalism are written by foreign writers that may also espouse foreign point of view.

The exclusion of reference part in CS A may also suggest that the full responsibility of looking for references and other materials to be used in the course may have been given to the students.

The exclusion of some important parts of the syllabus such as the reference is a contradiction to the standard practice in preparing a course syllabus. According to the guidelines for syllabus preparation of Lesley University (2009), a good syllabus provides students with a clear understanding of course goals and the instructor's expectations so that by using a course syllabus, a student can plan his course of work. West's Encyclopedia of American Law (2009) underscores that a course syllabus serves many purposes for the students and the teacher such as ensuring a fair and upfront understanding between the instructor and students, setting clear expectations of material to be learned, etc. This expected material referred to in this statement includes materials required and/or recommended such as textbooks and assigned reading books.

Altman (2009) of University of Louisville and Cashin (2009) of Kansas State University suggested that the major areas of a syllabus should include texts, readings and materials. They argued that college-level instruction is heavily dependent upon the use of print material, if not required textbook, then a variety of readings. They further suggested that information on textbooks should include the title, author, date and edition, publisher, cost, and where available. They pointed out that it is also appropriate to indicate why a particular text was chosen and/or how extensively it will be used. On supplementary readings, both experts stressed that in addition to bibliographic information about the readings, a course syllabus should indicate whether the readings are required

or only recommended, or whether the readings are on reserve in the library or available for purchase in the bookstore or the instructors will make their own books available to students.

Table 4. References for Introduction to Campus Journalism Cited in the Course Syllabuses Analyzed

Course References	
CS A	CS B
	Cruz, Ceciliano-Jose, <i>Campus Journalism for Students</i>, Teachers and Advisers, 1998 edition, Rex Bookstore, Q.C. 1998* Malinao, Alito I. <i>Jouranalism for Filipinos</i>, National Bookstore Revised ed.* English, Earl and Clarence H. <i>Scholastic Journalism</i>, Iowa Staff College Press, 1990.*

B. Course Content

Table 5 shows the course contents of the syllabuses reviewed. It can be noted that there are differences in terms of topics included, manner of presentation and sequencing of topics. There were certain topics included in CS A that were not included in CS B and vice versa. In CS A, the topics are presented in a list form, however in CS B the topics are presented in an outline form where subtopics are identified. The sequence of topics in both syllabuses largely differs. The differences may suggest that the preparation of the second syllabus did not consider the existing syllabus, that is, the second syllabus was not patterned with the first one.

The topics included in each of the syllabuses reviewed suggest that the selection scheme employed was largely based on the course objectives. This is supported by the idea that decision-making regarding content and sequencing should be grounded in the course objectives (Woolcock, 1992). Thus, the congruence between the topics and the course objectives is apparent.

The sufficiency and the congruence of the topics with the course objectives, however, are not enough. The nature of the objectives that determine or dictate what the topics to be included in the course syllabus is what makes the instruction in general, relevant.

Table 5. Course Contents of the Introduction to Campus Journalism Identified in the Course Syllabuses Analyzed

Course Content	
CS A	CS B
What is Journalism	Introduction
Origins of scholastic journalism	Detailed Review – The Phil. Press
Functions of the school paper	Growth of the Big Newspapers
Parts and sections of the school paper	The Present-Day Newspapers
Parts and sections of the dailies	The Campus Newspaper in the Philippines and the Newspaper Companies and Offices in Metro Manila
Role of newspapers and how to read them	The News Story
The history of press freedom	Characteristics of News
Code of newspaper ethics	Sourcing News Materials
	Identifying and Writing the Different Types of News Stories
	The Feature Article

The news story-qualities and elements	Definition of Features
Writing news stories	Structure of a Feature Story
The lead	Types and Characteristics of Features
Writing the lead	Writing the different Forms of feature articles
The feature story	The Editorial
Writing feature stories	Definition of Editorial
Interview	Characteristics and Types of Editorial
Sports and entertainment – fun writing	Writing the Various Types of Editorial
Writing sports stories	Editorial Column, Cartoon, Public Opinion
Editorial	Familiarity with the Metropolitan Columns and Columnists
Editorial writing	Writing Columns
Editorial cartoon	Objectives of Public Opinion
Editorial columns	Message of a Cartoon or a Caricature
The headlines	Headline Writing
Headline writing	Definition and Function of Headlines
Copyreading	Rules on Headline Writing
Proofreading	Writing and Composing Headlines
Artwork	Copyreading and Proofreading
Layout	Copyreading vs. Proofreading
	The Symbols for Editing
	Use of the Stylesheet
	Duties of a Copyreader/Proofreader
	Editing Articles

The front page layout	Layout or Make-up
Photographs and captions	Importance of Layout
Learning typography	Type of a Page Layout or Make-up
Campus paper management	Do's and Don't in Layouting
The staff manual	Photojournalism
Editorial Policy	Selecting the Photos/Preparing the Page
	The news Cameraman
	Kinds of Newspaper Photography
	Caption writing
	Printing and Typography
	Methods of Typesetting
	The Point/Unit System
	The Stylesheet, Rules and Application
	The Newspaper Law and Ethics
	The responsibilities of the Press
	Ethics of Mass Media/law of the Press
	Libels

Course Requirements

Table 6 exhibits the requirements in Introduction to Campus Journalism as stated in the course syllabuses reviewed. The requirements ranged from quizzes to final examination to submission of a dummy of a newsletter.

It can be noted that there is a distinct variation in terms of the course requirements as reflected in the course syllabuses. Since it has been found out in this study that there was no prescribed standard for the course syllabus design in the department of English, professors may have had the freedom to require students of anything that they believed may be helpful to strengthen the skills and competencies the students ought to acquire.

The requirements of the course, though they were seen as relevant, did not include more requirements such as field trips for students to visit various printing presses, interview with seasoned or multi-awarded school paper advisers, critique or an evaluation of school papers, and preparation of an actual newsletter printed in a printing press to provide students with hands on experiences thereby acquiring skills and competencies required in the actual workplace.

Table 6. Course Requirements of Introduction to Campus Journalism as Stated in the Course Syllabuses Analyzed

Course Requirements	
CS A	CS B
Quizzes and Outputs	Familiarization of different newspaper offices and printing plants in Metro Manila
Midterm Examination	
Projects	Submission of one dummy of a newsletter at the end of the semester
Finals	

Review of Literature in Mass Communication and in Journalism

The review of the current literature in Mass Communication and in Journalism revealed multifarious trends and issues. These emerging trends and issues were brought about by the swift developments in technologies in communication, specifically, the mass communication. In the heart of these technological developments and innovations is the development of personal computers that has brought an immense increase in the flow of information to the news media and has created an essential element for the information superhighway (Agee et al., 1997). Channel of computer networks is seen as vast and potent. The largest and the best-known loose confederation of networks that reaches around the globe is the Internet. It is the largest and the most widely used system.

The diffusion of the Internet has raised a number of important issues that figuratively and literally, have changed the nature of mass communication process.

The current trends and issues in Mass Communication and in Journalism are summarized by Biagi (1990), Dominick (1990), Agee et al. (1997) and Baran (2007):

In 1990, Biagi notes that on-line media simultaneously are frustrating and invigorating. It is a medium based on old and new technology with terminology all its own. On-line media also are the fastest growing type of media and, because of their rapid growth, on-line media promise to become the biggest factor in the future development of the mass –media industries. In the same year, Dominick wrote: There is a growing interdependence and symbiosis that exist between and among various media. The film and television industries are becoming increasingly difficult to separate. Radio and the recording business are closer than ever. Best-selling books become motion pictures;

contemporary news events are turned into made-for TV movies. Newspapers and magazines use similar production methods and audience research techniques. These and other relationships are important for beginning students to understand. In the same year, Dominick notes the mass media economics. He says that corporate mergers and growing foreign ownership of the American mass communication system all have great impact on what people see or hear. He notes that never before has the bottom line played such an important part in mass communication. He also notes the importance of the social effects of media. The increasing amount of the research in the field has generated important information. He points out the continuing debate over the effects of the media on antisocial behavior, politics, and intellectual skills are crucial for students to know.

In 1997, almost a decade after Biagi wrote her observation, Agee et al. wrote: As the possibilities of two-way television and digital transmission expand, and the scope of the global transmission grid enlarges, so will career possibilities. Innovation and ingenuity in applying these electronic methods will yield still-unforeseen results.

Preparation for this intriguing new day in mass communication is essential. Adam C. Powell III, the Freedom Forum director of technology studies and programs, states the situation bluntly: "Journalists must know how to navigate and use the grid, to become tour guides, as it were, for their readers and viewers, if they are to survive in the future information industries."

The traditional print, electronic, and film media are controlled by professional editors, who select the material and apply standards of accuracy, ethics, and social acceptability before releasing it to the public entertainment, creator to consumer.

Added to this method of communication recently, and growing swiftly, is the less recognized but potent channel of computer networks. Participants exchange information and gossip, hold debates, distribute news and rumors, call up government documents, obtain answers to questions from online databases, and send and receive electronic letters. These networks, of which there are hundreds large and small, are largely unregulated. In most instances, no editor exercises control over their content.

Largest and best known of the systems is the Internet, a loose confederation of networks that reaches around the globe. An estimated 30 million computer users have access to it—a potential audience larger than that for television network comedy such as “Sienfeld” and powerful because it contains a high percentage of opinion leaders who influence others.

These networks are part of the global grid that, Powell insists, new entrants into mass communication must muster.

Exactly a decade after Agee et al. wrote their observation on issues and trends in mass communication, Baran (2007) writes: The diffusion of the Internet raises a number of important cultural issues, not the least of which is the question of technology’s benefits and drawbacks, technology’s double edge. The Net transforms every user into a potential mass communicator, making freedom of the press a reality for everyone, especially through the use of activist sites and blogs. But critics contend that this freedom is often abused because individuals are not bound by the kinds of economic and legal restraints that tend to impose responsibility on larger, commercially oriented media. The major free expression battles in the cyberspace revolve around containing online pornography, protecting the children from inappropriate content, and

protecting copyright. None is easily resolved, but improved technology may provide some solutions.

The new communication technologies are often touted as boon to democracy because they permit greater citizen involvement. Yet a more pessimistic view is that the commercialization of the Internet will make it as ineffective as more traditional media in serving participatory democracy. Critics also point to the technology and information gaps to argue that many people will be shut out of the electronic debate. Another question raised about cyberdemocracy revolves around the distinction between information and understanding. The Net's wealth of data may not necessarily a better-informed electorate.

The rapid changes that characterize today's communication technologies and the mass communication they foster demand that we increase our media literacy skills and that we keep ourselves aware of and open to change.

References for Mass Communication and Journalism

Before the development of the course syllabus, textbooks and references that may have been used or included were surveyed. The researcher first checked out the collection of books of the library of the department of English to find out what textbooks or references for Introduction to Mass Communication and in Introduction to Campus Journalism were available.

The researcher found out that there was not any textbook or reference available in the library of the department of English. This means that the textbooks and references used in teaching the course were privately owned or were personal copies of professors who taught the course. This was supported by what Prof. Alice M. Karaan, head of the department of English, told the researcher. She said that in the library of the department of

English, there had not been available materials—textbook and references for Introduction to Mass Communication and Introduction to Campus Journalism and the materials were personal properties of professors who handled the course.

Books in Mass Communication and in Journalism Available at the Philippine Normal University Library

Linguistics and Literature Section

Table 7 exhibits the breakdown of book collection in Mass Communication and in Journalism at the Languages, Linguistics and Literature Section of PNU library. The data reveal that the most number of books in the collection is for Mass Communication (76.09%) and most of them were written by foreign authors (92.86%). This suggests that, in the Philippines, there is a very limited number of authors for books in Mass Communication especially those that are used for instructional purposes and as a result, books that are from other countries like USA and UK are widely used in the instruction due to their availability.

Table 7. Breakdown of Collection of Books in Mass Communication and in Journalism at the Languages and Literature Section of PNU Library

Mass Communication			Number	Percent
Local	Number	Percent	70	76.09
	5	7.14		
Foreign	65	92.86		
Total	70	100		
Journalism/Campus Journalism			Number	Percent
Local	Number	Percent	22	23.91
	16	72.73		
Foreign	6	27.27		
Total	22	100		
TOTAL			92	100

As shown in Table 8, most of the books in Mass Communication in the same collection were published in the 90's (27.14%) and in the 70's (24.29%). It shows that books published in 2000 and beyond are 13.14% lower than the books published in the 90's and 3% lower than those that were published in the 70's. Changes in mass communication due to swift development of communication technologies are exponential and in a span of almost a decade many such changes can happen. Given these data, one can conclude that most books in Mass Communication at PNU library are relatively old and may be outdated.

Table 8. Year of Publication of Books in Mass Communication and in Journalism at the Languages, Linguistics and Literature Section of PNU Library

Year	Mass Communication		Journalism	
	Number	Percent	Number	Percent
2000 - 2008	14	20	5	22.73
1990 - 1999	19	27.14	5	22.73
1980 - 1989	14	20	7	31.81
1970 - 1979	17	24.29	4	18.18
1960 - 1969	4	5.71	1	4.55
1950 - 1959	2	2.86	0	0
TOTAL	70	100	22	100

On the other hand, most of the books in Journalism at PNU library were written by the local authors in Journalism (72.73%). However, the data in Table 8 reveal that most of these books in Journalism were published in the 80's (31.81 %). Although most of these books were written by Filipino journalists, they are still outdated for they were published almost two decades ago.

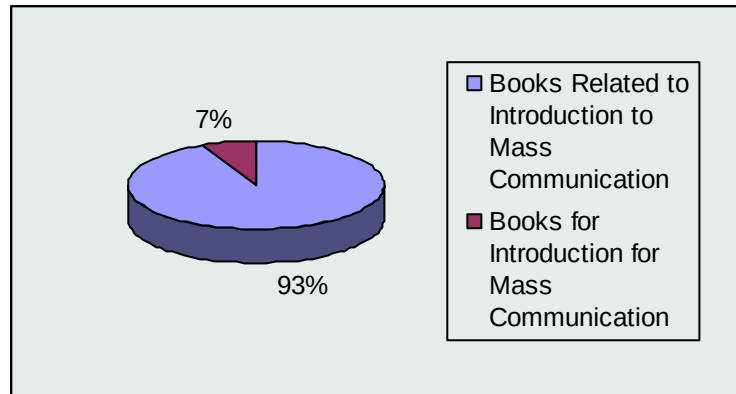


Figure 2. Graphical Presentation of Books in Mass Communication at the Languages, Linguistics and Literature Section of PNU Library Related to or for Introduction to Mass Communication

A closer look at the book collection for Mass Communication and Journalism, of 70 books available for Mass Communication, only five (5) or 7% of them are for Introduction to Mass Communication (Figure 2) and of 22 books available for Journalism, only three (3) or 13.64% for Campus Journalism (Figure 3). This implies that, at the PNU library, there is a very limited number of books in Introduction to Mass Communication and in Campus Journalism.

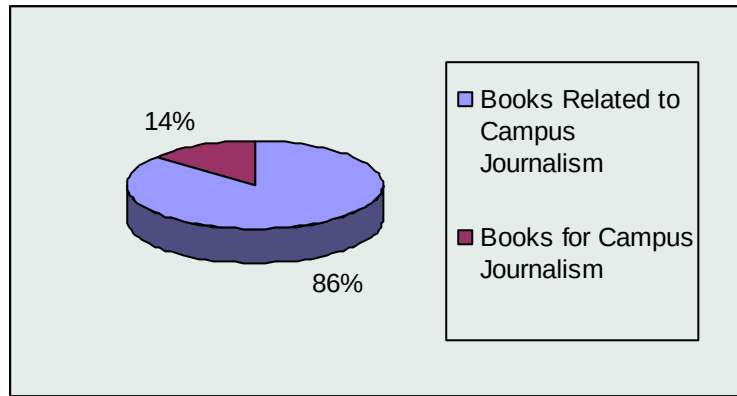


Figure 3. Graphical Representation of Books in Journalism at the Languages, Linguistics and Literature Section of PNU Library Related or for Campus Journalism

Reading and Periodical Section

Table 9. Year of Publication of Books in Journalism at the Education and Periodical Section of PNU Library

Year	Journalism	
	Number	Percent
2000 - 2008	1	16.67
1990 - 1999	2	33.33
1980 - 1989	1	16.67
1970 - 1979	1	16.67
1960 - 1969	1	16.67
TOTAL	6	100

At the Reading and Periodical Section of PNU library, the researcher found a modest collection of books in Journalism. As shown in Table 9, most of these books were published in the 90's (33.33%). Of six (6) books in Journalism available in this particular section, four (4) or 67 (Figure 4) of them were for Campus Journalism and these books were written by the same authors and they come in series of editions.

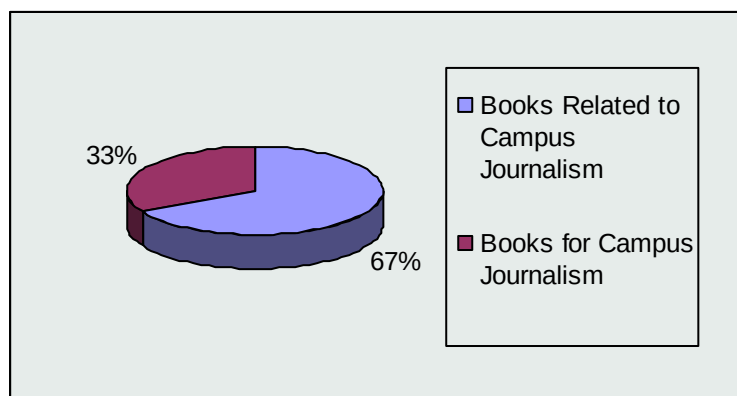


Figure 4. Graphical Representation of Books in Journalism at the Education and Periodical Section of PNU Library Related for Campus Journalism

Books in Mass Communication and in Journalism Available at Leading Bookstores in Metro Manila

Since the needed textbooks and references were not available at the library of the department of English and at the University library, the researcher checked out the leading bookstores in Metro Manila. The researcher found a limited number of books in Mass Communication and in Journalism. The researcher further found out that the collections of books for Mass Communication and for Journalism were almost the same in different bookstores. Of the books in or related to Mass

Communication and in Journalism, the researcher identified 15. Table 10 shows the breakdown of classification and authorship of these books.

Table 10. Breakdown of Classification and Authorship of Books in Mass Communication and in Journalism Available at Leading Bookstores in Metro Manila

Books in Mass Communication and in Journalism available at leading bookstores in Metro Manila			Number	Percent
Journalism	Number	Percent	10	66.6
Written by a Filipino author	8	80		
Written by a foreign author	2	20		
Total	10	100		
Mass Communication	Number	Percent	5	33.3
Written by a Filipino author	3	60		
Written by a foreign author	2	40		
Total	5	100		
Total			15	99.9

The breakdown of classification and authorship of books in Mass Communication and in Journalism available at leading bookstores in Metro Manila reveals that the ratio of books in Journalism to Mass Communication is 2:1, that is, for every two (2) books in Journalism there is only one (1) book in Mass Communication. This means that in the Philippines, there are more available books in Journalism than in Mass Communication. The breakdown further reveals that there were more books written by Filipino authors than books written by foreign authors. The bigger number of books available in Journalism that were written by Filipinos may be attributed to the fact that Filipino writers that

include veteran journalists and seasoned school paper advisers, recently, tried to take an effort to answer the growing demand in textbooks especially in campus journalism since campus journalism has already been offered as an elective course in high school and in college in the country. This may be supported by the number of books in Journalism that was published very recently, from 2005 to 2008 (see Table 11).

Table 11. List of Books in Mass Communication and in Campus Journalism Available at Leading Bookstores in Metro Manila

Books in Mass Communication and in Campus Journalism				
Title	Author	Year of Publication	Edition	Place of Publication
Feature, Editorial and Opinion Writing	Alito L. Malinao	2008	First Edition	Mandaluyong City, Philippines
Journalism for Filipinos	Alito L. Malinao	2003	Third Edition	Mandaluyong City, Philippines
Campus and Community Journalism Handbook	Alito L. Malinao	2005	First Edition	Mandaluyong City, Philippines
Mass Communication Ethics A Primer	Andres G. Sevilla	2007	x	Quezon City, Philippines
Ethics and Social Responsibility in Mass Communication	Jose Mario B. Maximiano	2007	x	Pasig City, Philippines

Journalism Ethics	Philip Seib et al.	1997	x	Florida, USA
Philippine Communication Today	Crispin C. Maslog	2007	x	Quezon City, Philippines
News Reporting and Editing	K. M. Shrivastava	1991	Revised Edition 2003	New Delhi, India
Feature Writing for Filipinos	Maria Cecila M. Genove	2006	x	Quezon City, Philippines
Journalism Handbook	Estelita Constantino-Pangilinan	2007	Revised Edition 2007	Quezon City, Philippines
Basic Journalism	Eufemia C. Estrada	1987	X	Mandaluyong City, Phils.
Introduction to Mass Communication	Warren K. Agee et al.	1997	Twelfth Edition	USA
Introduction to Mass Communication media Literacy and Culture	Stanley J. Baran	2007	Fourth Edition	New York, USA
Campus Journalism and School Paper Advising	Ceciliano J. Cruz	1997	Fourth Edition	Manila, Philippines
Philippine Journalism Handbook	Jaime B. Ramirez	1989	Third Edition	Caloocan City, Philippines

The list of books (Table 11) suggests what books may be used to teach the new course, Introduction to Mass Communication and Campus Journalism. The *Introduction to Mass Communication* by Warren Agee et al, 1997 and the *Introduction to Mass Communication Media Literacy and Culture* by Stanley J. Baran, 2007 may be potential textbooks for teaching Introduction to Mass Communication while the *Campus Journalism and School Paper Advising* by Ceciliano J. Cruz, 1997 for Campus Journalism.

AUTHOR'S NOTE: *The course syllabus in Introduction to Mass communication and Campus Journalism developed through this study is appended to this series. The bulkiness of the course file, the main output of this study, makes its inclusion to this series impossible. For reference or for other purposes, the original copy of the course file is housed in the library of the department of English, College of Languages, Linguistics and Literature, Philippine Normal University.*

Summary of Findings

1. Over the years that Introduction to Mass Communication was taught as a major course of BSE English, there had not been any course syllabus submitted to the department of English for records purposes. Only two (2) course syllabuses in Introduction to Campus Journalism were submitted and made available for use of professors and students in the department of English;
2. In the department of English, there had not been any prescribed standard format and style for developing a course syllabus;
3. The course descriptions of the syllabuses in Introduction to Campus Journalism were in the line with the English

department's thrusts and they held relevance during the time the subjects were taught. However, it was found out that the course descriptions did not articulate the coverage for issues and trends in Journalism which were relevant to be integrated in the instruction;

4. The course objectives were found congruent with the thrusts of the department of English and with the University's mission statement. However, it was found out that the objectives were not meant to enable the students develop skills and competencies that indicate the highest form of learning;
5. The course syllabuses in Introduction to Journalism available at the department of English varied in format due to the absence of prescribed standard format and style in the development of a course syllabus;
6. A course syllabus in Introduction to Campus Journalism available at the department of English did not include references, a part of the syllabus deemed by experts important for it is the source of important information as to what materials to be used in the course. For the course syllabus that included references, it did not include suggested or supplementary readings;
7. The contents of course syllabuses in Introduction to Journalism available at the department of English however varied in terms of topics included, manner of presentation and sequencing, were in congruence with the course objectives. Most of the topics were found relevant and could still be included in preparing a new one.

It was found out, however, that the course contents were not enough to provide students with requisite knowledge and skills needed in today's actual workplace;

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8. The course requirements stated in the course syllabuses were not enough to enable students acquire hands on experiences essential in developing and in strengthening their skills and competencies in teaching the subject and in advising a school paper;
 9. The review of related literature in Mass Communication and in Journalism revealed various emerging trends and issues brought forth by rapid development of technologies in communication like personal computers and the Internet. These developments have changed the nature of the mass communication process and these changes should be carefully noted and integrated in the instruction; and
 10. There are no available materials like textbooks and references in Introduction to Mass Communication and in Journalism in the library of the English Department for professors' and students' use;
 11. The PNU library has an extensive collection of books in Mass Communication and in Journalism and most of them are found in the Languages, Linguistics and Literature Section of the library. Most of the books in the collection are for Mass Communication, written by foreign authors and published in the 90's and 80's.

On the other hand, most of the books in the collection for Journalism were written by Filipino authors and were published in the 80s.

Of the books for Mass Communication and Journalism available at PNU library, only very limited are for the Introduction to Mass Communication and Campus Journalism. The rest of the books are only related and may be used only as references or readings.

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12. There are textbooks and references that may be used in the instruction of the course at the leading bookstores in Metro Manila. It was found out that of these available materials in the bookstores, only few of them can be used as textbooks while others as references or additional readings. It was also found out that most of these materials are for teaching Campus Journalism, written by Filipino journalists and published recently.

Conclusions

In the light of the findings of this study, the researcher has come up with the following conclusions:

The course syllabuses in Introduction to Mass Communication and Introduction to Campus Journalism available at the department of English need to be updated to keep their relevance in the instruction.

The revision to be made should be as much as possible based on findings of research undertaken to identify what relevant course objectives and contents may be included and materials and methodologies that would help expedite the manner in which students endeavor to achieve these objectives. The revision should also take into consideration sound pedagogical philosophies and standards in instructional materials preparation.

Inadequate and outdated instructional materials can create a serious gap in instruction and this gap can lead to a critical mismatch between the skills and competencies that are developed among the pre-service teachers through instruction and the competencies required in the actual world of work. If this problem is not clearly recognized and urgently addressed, the instruction that is provided by TEIs in the country may find itself stuck in the dead end of irrelevance.

Recommendations

In the light of the findings and conclusion the study, the researcher has come up with following recommendations:

1. Constant update or revision of course syllabus used in teaching Mass Communication and Campus Journalism be done by the concerned faculty or by the department to ensure its relevance in the instruction;
2. Further revision and refinement of the Course File be made to include activities in forms of work sheets and task sheets as well as home room assignments to reinforce mastery and strengthen the competence of the students;
3. The preparation or construction of course syllabuses in different courses at the department of English be standardized. Standard format be prescribed by the department or by the college;
4. Updated instructional materials be provided and made available for professors and students' use;
5. The research design as well as the methodology used in coming up with the Course File be adopted by other researchers from TEIs in the country to develop instructional materials of the same nature not only in Introduction to Mass Communication and Campus Journalism but also in courses under different areas of specialization;
6. A study that would find out other factors and reasons why English major examinees from PNU do not perform well in the LET along the area of Mass Communication and Campus Journalism be conducted; and

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7. A study that would look into the correlation of the qualification and the capacity of professors teaching Introduction to Mass Communication and Campus Journalism as well as the instructional approaches they use be conducted.

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Philippine Normal University
Taft Avenue, Manila
College of Languages, Linguistics and Literature
DEPARTMENT OF ENGLISH

COURSE SYLLABUS

<u>Introductory Information</u>	
Academic Program	
Course Number and Title	S – Elective 2
No. of Credit Units	3 Units
School Term	SY 2009-2010
Number of Sessions/Days/Hours	36
Prerequisites	
<u>Faculty Information</u>	
Full Name and Title	Prof. RAMER V.OXIÑO
Office Location (Bldg./Rm. No.)	Main Building, Rm. 211
Office Phone Number	
Consultation Hours	2:00-2:30 PM, MTTHF
0 <u>Course Description. Objectives, Format, References</u>	

<i>Course</i> <i>Description</i>	This course provides students with fundamentals of mass communication and journalistic communication and their legal parameters. It provides knowledge of the nature and scope of mass communication, theories and effects on the audience and culture. It also introduces students to the basics of print journalism that include proofreading, copyreading and copy editing. The course orients students on the principles and issues in student paper advising.
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C. <u>Course Objectives</u>	At the end of the course, the course participant is expected to: 1. increase his knowledge and understanding of mass communication process and the mass media industries; 2. increase his awareness of how he interacts with the media industries and with media content to create meaning; 3. develop requisite skills and acquire knowledge to be thoughtful and critical consumers of media content; 4. develop firm yet reasonable expectations and judgments of media performance through sufficient and adequate media literacy; 5. trace the historical development of Philippine journalism; 6. demonstrate mastery of the basic concepts and principles in journalism; 7. stress the need for objectivity, balance and accuracy in news reporting; 8. recognize the role of newspaper in molding an enlightened public opinion in a democracy; 9. gain exposure to different types of journalistic writing and other phases of staff works; 10. write news stories, feature articles, editorials, columns, sports news following the canons of good writing;
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	11. demonstrate skills in copyreading, proofreading, layouting, photojournalism, and cartooning; 12. critique/evaluate some existing publications in primary, secondary, and tertiary level in Metro Manila and in neighboring provinces; and 13. recognize the duties and responsibilities of a school paper adviser and develop skills in school paper advising.
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<i>Course Format</i>	Through lecture-discussion; reporting; field work; seminar workshop and practicum, course participants will explore the historical and the theoretical features of mass communication as well as the legal, theoretical, mechanical, and technical features of campus journalism to prepare them not only in performing their journalistic writing tasks but also in carrying out their school paper advising tasks and assignments.
<i>Course References</i>	Agee, Warren K, et al. 1997. <i>"Introduction to Mass Communication"</i> Twelfth Edition. United States of America: Addison – Wesley Educational Publishers Inc. Baran, Stanley J. 2007. <i>"Introduction to Mass Communication Media Literacy and Culture"</i> Fourth Edition. New York City: McGraw-Hill Companies, Inc. Cruz, Ceciliano J.1997. <i>"Campus Journalism and School Paper Advising"</i>, Fourth Edition. Manila: Rex Book Store, Inc. De la Rosa, Fred, et al. 2004. <i>"The Manila Times Style Guide."</i> Manila: The Manila Times Publishing Corp. Malinao, Alito L. 2006. <i>"Journalism for Filipinos"</i> Third Edition. Mandaluyong City: National Book Store Ramirez, Jaime B. 1989. <i>"Philippine</i>

	<i>Journalism Handbook</i>” Third Edition. Caloocan City: National Book Store Siegal, Allan M. et al. 1999. <i>“The New York Times Manual of Style and Usage”</i>. New York: Three Rivers Press Swan, Michael. 1996. <i>“Practical English Usage”</i> Second Edition. Oxford: Oxford University Press
IV. Course Calendar	
<i>Sessions</i>	Topics
	<i>Part I.</i>

	<i>Mass Communication, Culture and Media</i> <i>Literacy</i> Meaning of Communication Meaning of Mass Communication Meaning of Culture Mass Communication and Culture Scope and Nature of Mass Media Mass Communication, Culture and Media Literacy Media Literacy <i>Media, Media Industries, and Media</i> <i>Audiences</i> Books Newspapers Magazines Film Radio and Sound Recording Television Cable and Other Multi-channel Services Videogames The Internet and the World Wide Web: Changing the Paradigm The Internet Today The Internet and Its Users
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	Changes in the Mass Communication Process <i>Theories and Effects of Mass Communication</i> Meaning of Mass Communication Theory The Effects of Mass Communication <i>Media Freedom, Regulation and Ethics</i> Social Responsibility Theory Media Industry Ethics Part II. D. <u>Journalism in General</u> Scope of Journalism Functions of the Campus Paper National and Campus Paper Compared Sections/Parts of a Campus Paper E. <u>The Power of the Press</u> F. <u>The Responsibility of the Press</u> The Role of the Student Press in a Changing World Student Press and University Community The Charter of the Student Press Rights
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	Declaration of Principles: Aims of Student Journalist G. <u>Clear and Effective Writing for the Print Media</u> H. <u>Journalistic Writing and Other Types of Writing</u> Journalistic Writing Literary Writing I. <u>Elements that Make News</u> Definition of News Types of News Stories/Scope or Origin/Chronology or Sequence/Structure/Treatment/Content/Minor Forms J. <u>Writing the Lead</u> Kinds of Lead Conventional or Summary Lead Novelty Lead K. <u>Writing the News Story</u> Various News Structure Interpretative Reporting Depth News Development Communication Science Writing L. <u>Writing Headlines</u> Structure of Headlines Do's and Don'ts in Writing Traditional Headlines Punctuating Headlines
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	Unit Counting in Headlines Preparing a Headline Schedule Writing Editorial Definition of Editorial Characteristics of a Good Editorial Types of Editorials How to Write and Editorial Pointers on Editorial Writing. Editorial Beginnings M. <u>Writing Editorial Columns</u> Purpose of Editorial Columns Form of Writing Used in Column Kinds and Types of Columns According to Purpose and Contents N. <u>Cartooning</u> Suggestions for Cartooning O. <u>Writing Features</u> Features and News Topics for Feature Stories Introduction of the Feature Article Ending the Feature Article Qualities of a Good Feature Writer Characteristics of a Good Feature Article Writing the Interview Definition of Interview Kinds of Interviews Do's and Don'ts in Conducting an Interview Guidelines to Observe in Writing the Interview
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	Feature Interview P. <u>Writing the Sports Story</u> Structure of the Sports Story Qualities of a Good Sports Writer Writing Sports Story Sports Lingo and Crutches/Slanguage Q. <u>Preparing the Copy and Copyreading</u> Preparing the Copy Duties of a Copyreader Instruction to Copyreaders R. <u>Reading Proofs</u> What to Proofread Proofreading Symbols Reading the Galley Proofs Reading the Page Proof Duties of the Proofreader S. <u>Layout or Makeup</u> Types of Front Page Makeup Makeup of Inside Pages Principles to Follow to Achieve Effective Makeup Do's and Don'ts in Page Makeup T. <u>Photojournalism</u> What Photojournalism Is Picture Selection Half Tones and Line Etching
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	Use of Cuts Cropping Pictures Enlarging and Reducing Size of the Picture Caption Writing Simple Reminders in writing Captions Overlines The Staff Photographers and His Qualities The Law of the Print Media Definition of Libel Means of Committing Libel Persons Liable for Libel Libelous Statements The Test of Libel The Words Used in the Publication Malicious Articles Per Se The Code of Ethics The Code of Ethics International Code of Ethics Draft by the United Nations Journalism Code of Ethics The Charter of the Inter-American Press Association Declaration of Principles in the Conduct of Journalists of the International Federation of Journalists Code of Newspaper Ethics of the American Society of Newspaper Editors Criteria of Good Newspaper
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	U. <u>Style Guide</u> Punctuations Abbreviations Syllabication Figures Capitalization
IV. Course Requirements, Grading System, and Course Policies	
Course Requirements 1. Quizzes 2. Midterm Examination 3. Final Examination 4. Critique/Term Paper 5. Publication (by group)	
D. Grading System 1 = 97-100% 1.25 = 94-96% 1.5 = 90-93% 1.75 = 87-89% 2.0 = 85% 2.5 = 81% 3.0 = 75% 5.0 = 74% INC = Incomplete AW = Authorized Withdrawal UW = Unauthorized Withdrawal	

A student shall be marked:

- **AW** if s/he officially drops the course before the midterm examinations. The date of the withdrawal shall be placed alongside the mark.
- **UW** if s/he drops the course any time during the semester without officially dropping the course. The date the student starts attending classes shall be placed alongside the mark.
- **INC** if s/he fails to take the final examinations; and/or submit 50% of each of other requirements and/or meets the attendance requirement. The reason for the **INC** mark shall be placed alongside the mark. In the case of the latter, the remarks in the rating sheet shall be: *Lacks required attendance.*

Course Policies

Attendance

- A student who has incurred 10 unexcused absences is automatically dropped from the course.
- He is marked absent 20 minutes after the start of a period. Three cases of tardiness are equivalent to 1 ABSENCE.

Late Requirements and Assignments

- Late submission of requirements and assignments are penalized with demerits agreed upon by the students and the professor.
- No-submission of assignments is marked a 70, while non-submission of requirements gets an incomplete grade.

Missed Examinations

- Special exams are given only for missed Mid Term and Final Examinations and could be administered provided the student is able to present a valid excuse letter from a physician or a guardian.

Plagiarism

- Plagiarism or any form of cheating in class is penalized with dismissal. Bibliographic entries and journal citations should always be provided in any written work.