

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

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Module: English

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Lesson 01:

General Concepts

* **Communication:** is the process of exchanging information, thoughts, ideas, expressing feelings and sharing knowledge and experiences between people.

***Effective communication:** is the communication process: that leads to understanding/ that successfully skipped the barriers/ that avoids misunderstanding and reaches understanding.

* **Communication barriers:** the obstacles, or what may obstruct, block the communication process or the path of information flow and then cause misunderstanding/ or full absence of understanding.

***Components of the communication process:** are elements that contribute in the action of communicating. They are mainly five (5) elements:

1- The sender/ addresser (source): refers to the person or the one who is responsible for initiating and starting the communication process through **encoding** his ideas/thoughts into language symbols to send them to another **communicator**.

2- The message/ content: refers to the idea/ thought/ knowledge or the feeling that the sender wants to send to or share with another person.

3- The means/ tool/ medium: refers to the tool by which the sender sends his message/ the tool used in order to transmit the message.

4-The receiver/recipient/addressee: refers to the other part of the communication process, to whom the sent message should be delivered or with whom the sender will communicate.

5-The feedback/response/echo/echo back: refers to the reaction(response) of the receiver after getting the message.

* **The communicator:** refers to any person who participates or gets in a communication process. This word may refer to a sender as well as a receiver.

Lesson 02:

Journalism and journalistic ethics

* **Journalism:** is the discipline of collecting, analyzing, verifying, editing and presenting news regarding current events, trends, issues and people. Those who practice journalism are known as **journalists**.

* **A journalist:** is the person who writes, disseminates or presents news and conducts interviews. However, **a reporter** searches, collects, verifies and reports information/ news and conducts interviews in order to present or represent the source. Reporters are who expose themselves to danger, particularly, when reporting in areas of armed conflicts or states that do not respect **the freedom of the press**.

* **Journalistic ethics:** are the common values that guide reporters and journalists. They lay out both the aspirations and obligations that those journalists, editors, reporters and other workers in the field should follow to execute their work responsibly.

- Journalistic ethics are generally summarized in the following points:

1- Honesty: journalists have an obligation to seek out the **truth** and report it as accurately as possible.

2- Independence: journalists should **avoid taking political sides**, and should not act on the behalf of any special group's interest.

3- Fairness: which means; journalists should show **impartiality** and **balance** in their reporting.

4- Public accountability: i.e.; news organizations should take into account their audience reaction, so that they are obliged to listen to their voice in order to gain their **trustworthiness**.

5- Harm minimization and libels avoidance: not every fact that can be published should be published. When **this fact can harm** someone's life, it

should be kept. And as a legal as well as a moral imperative, journalists cannot report any **false statement** or something that can touch others' **reputation.**

Lesson 03:

A study on journalistic use of social media

The mushrooming growth of social media services hugely expanded the scope of content generation and sharing. Social platforms have not only emerged as important news platforms for the public, but also as useful tools for journalists. Journalists use social media to find story leads and to share their work with audiences, which has made journalism more interactive. As the social media technologies have variety of features tailored for specified functions, journalists use different social media tools for different journalistic functions, which this paper attempts to explore.

The rise of internet and mobile apps as popular gateways of news consumption, has profoundly changed what constitute journalism. The interactive features of social media have transformed journalism into a forum whose primary function is exchange of views. Blogs, YouTube, Twitter, Facebook and the like have become increasingly central to the dissemination of news. 'Fast' and 'short' being the dominant logic of the web platforms, quantity rather than quality gets more attention. The huge inflow of information through the unofficial channels makes journalism more of a desk job leaving less time for field work and research. With technical tools in hand, journalists produce more and faster. Emphasis has shifted from research and content to production and form. Audience empowerment has redefined authorship to an extent that, today journalists and audiences act as partners in news making.

As the web emerges as a vast source of information - personal and social, positive and negative, facts and fiction, verified and unverified. Analyzing web traffic and social media patterns can be a rich, and vital, supplement to the traditional reporting tools scanning and creaming the useful information and removing the garbage is a challenging task for journalists. Social media tools help journalists perform their job more effectively. The growing influence of social media is clear from the fact that 2.789 Billion people across the globe use social media with a penetration of 37 %, of which 2.549 Billion are active mobile

social media users.

*** Read the text carefully, then answer the questions:**

1- Social platforms have emerged only as important news platforms for the public.

*** Is this statement **true/ false/ or not mentioned?****

- Correct it if it is wrong!

2- Why do journalists use social media?

3- What makes journalism more interactive?

4- According to the text, what is the primary function of a journalism forum?

5- Pick out social media platforms existing in the text!

6- Pick out words that are opposite in meaning in the text!

7- It was mentioned in the text that the emphasis of journalism has shifted.
Clarify!

8- How did social media platforms change journalism?

Lesson 04:

Journalism and ICTs

In journalism- and perhaps especially in war journalism and peace journalism-information and communication technologies have always played a critical role. Even before the mainstream availability of the Internet and other new media, advances in technology have had a direct impact on the professional collecting and reporting of information. For example, when comparing the 1990/1991 Gulf War with the 2003 Iraq War, it can be observed that the availability of modern live and portable technology in the second war has led to higher number of active journalists in the affected region, as well as to more and better pictures and to a generally higher output. Roughly speaking, modern ICTs can affect the work of professional journalists in two ways: They enable them to collect more information, and they make it possible to disseminate their own work through new publishing channels.

***Read carefully the text above, then answer the following questions:**

- 1- Give another suitable title to this text.
- 2- What is meant by the fourth estate term, and why press was called so?
- 3- What is the principal tense of this text? Argue.
- 4- Form the main and different ideas of this text.
- 5- Explain or substitute the underlined words and phrases.

6- Use three verbs and three words or phrases from the text in your own production.

7- Sum up the text in more than four lines showing your opinions about the subject.

Lesson 05:

The ICTs and the Fourth Estate

* **ICTs:** stands for Information and Communication Technologies.

- It is defined as 'the diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information.

- The ICTs include: Radio, television, (broadcasting technology), telephones, computers and the internet.

* **Mass media:** means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of general public. Most common platforms for mass media: newspapers, magazines, radio, television, and the internet.

* **The Fourth Estate:** the term Fourth Estate/power refers to the press and news media both in explicit capacity of advocacy and implicit ability to frame political issues. i.e.; a government's separation of powers (legislative, executive and judicial branches).

- It was/ is considered as the fourth power because of the social influence it has (public opinions and views) which can bring changes in policies, what makes it considered as the fifth estate.

The fourth estate is seen as the established news media which contains an **educated group of professional journalists.**

Lesson 06:

Journalism becoming deadlier

Journalism is becoming an increasingly dangerous profession. This is according to the media organization reporters without borders (RSF). In a statement made on May 3, World Press Freedom Day, RSF reported that 53 correspondents were killed last year. This makes 2004 the deadliest year for the reporters since 1995. Most of the journalists were murdered by people who did not want them to report the news. RSF released an "Enemies of Press Freedom Black List" on its website to "name all those who have personally committed crimes or grave offences against journalists".

Unsurprisingly, Iraq was the world's most dangerous country for journalists. A total of 56 reporters have been killed there in two years, compared with 49 deaths during the 1991-1995 wars in Yugoslavia. Vietnam is the costliest war: a total of 63 journalists were killed, but that was over a 20-year period from 1955 to 1975. Asia is the second deadliest place to report from, with sixteen journalist deaths last year. RSF put their spotlight on three countries where news reporting proved to be fatal for journalists: Bangladesh, Philippines and Sri Lanka.

1-TRUE/FALSE: look at the article's headline and guess whether these sentences are true (T) or false (F):

- a. Journalists around the world are facing ever more increasing dangers T/F. **(True)**
- b. Last year was the deadliest year ever for correspondents. T/F. **(True)**
- c. Most journalists are killed in wars. T/F. **(False)**
- d. Many people put journalists in graves. T/F. **(False)**
- e. Somalia was cited as the world's most dangerous country for journalists. T/F. **(True)**
- f. Vietnam is the costliest war in terms of journalist deaths. T/F. **(True)**
- g. Asia is the second deadliest place in the world to report from. T/F. **(True)**

h. News reporting is dangerous in Bangladesh, Philippines and Sri Lanka. T/F.
(True)

2-PHRASE MATCH: match the following phrases from the article (sometimes more than one combination is possible):

a. An increasingly	1-Freedom	a 5
b. The deadliest year	2-20-year period.	b 7
c. Press	3-Of 63 journalists were killed	c 1
d. Committed	4-Fatal	d 6
e. The world's	5-Dangerous profession.	e 8
f. A total	6-Crimes	f 3
g. Over a	7-Since 1995	g 2
h. Proved to be	8-Most dangerous country	h 4

Lesson 07:

Relative pronouns

A *relative pronoun* is a word that introduces a dependent (or relative) clause and connects it to an independent clause. A clause beginning with a **relative pronoun** is poised to answer questions such as *Which one? How many? or What kind? Who, whom, what, which, and that* are all **relative pronouns**.

Relative clauses are also sometimes referred to as *adjective clauses*, because they identify or give us additional information about the subject of the independent clause they relate to. Like adjectives, these clauses in some way *describe* that subject. **Relative pronouns**, like conjunctions, are words that join clauses—in this case, a relative clause to its main clause. The type of **relative pronoun** used depends on what kind of noun is being described.



Relative Pronouns

Who	Relates to people (Subject)	The musician who wrote this song is French.
Whom	Relates to people (Object)	I know the boy whom sits next to you.
Which	Relates to animals and objects	This is the cake which Mary made.
Why	Refers to reason	Do you know the reason why the market is closed today?
When	Refers to time	The day when the concert takes place is Saturday.
Where	Refers to places	This is the house where my son was born.
Whose	Refers to possession	The boy whose phone just rang should stand up.
That	Relates to people, animals and things	12th September is the date that I was born.

Relative pronouns

WHO

(PEOPLE)

This is a boy. He is my friend.
This is a boy **who** is my friend.

WHICH

(THINGS)

There is a park in New York. It is Central Park.
The park **which** is in New York is Central park.

THAT

(PEOPLE AND THINGS)

This is a man .He lives across the street.
This is the man **that** lives across the street.
Look at my car. I bought the car yesterday.
Look at the car **that** I bought yesterday.

WHOM

(PEOPLE OBJECT
PREPOSITION)

This is a boy. I want to see him
This is a boy **whom** I want to see.
This is a boy. I want to speak with him.
This is a boy **with whom** I want to speak.

WHOSE

(POSSESSION)

This is a boy. I borrowed his book.
This is a boy **whose** book I borrowed.

WHERE

(PLACE)

This is the house. I lived there when I was a child.
This is the house **where** I lived when I was a child.

WHEN

(TIME)

Il will always remember the day. We met that day.
I will always remember the day **when** we met.

RELATIVE PRONOUNS



WHO



It is used to refer to people

Example: The man who works at the Post Office is very kind.



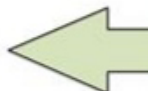
WHICH



It is used to refer to animals and objects

Example: Tina has a bunch of flowers which his friend bought.

WHOSE

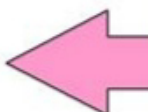


It is used to refer to possession

Example: Whose is that dictionary?

Have you seen the girl whose father

THAT



It is used to refer to people, animals,

It can replace WHO or WHICH

Example: The blue jacket that she is putting on belongs to her friend.

WHERE



It used to refer to places

The hotel where we slept was excellent

WHEN



It is used to refer to time

That was the day when my sister was born

COMPLETE THE SENTENCES. USE **WHEN/WHERE/WHICH/WHO/WHOSE**

- 1.-A coach is a person helps you train.
- 2.-That's the politician daughter got married in Miami.
- 3.-A court is a place people play tennis.
- 4.-That is the race millions of people watch.
- 5.-1992 is the year the Olympics were held in Barcelona.
- 6.- I have a friend father is working in the local hospital
- 7.-You will never forget the day you were born.