

University of Algiers 3

Faculty of journalism and communication sciences

Department of journalism sciences

English lessons for the 2nd semester

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Module : English language

Year : 3rd year undergraduate (licence)

Group : 14/15/16.

Lesson one :THE PUBLIC’S WATCHDOG

Activity :

Find examples of newspaper coverage for each of the following individuals or groups. Explain why citizens should know about news reported in the stories.

Individual/Group	What is the news?	Why should citizens know this information?
National official (President, senator, secretary of defense, etc.)		
State official (Governor, secretary of education, etc.)		
Local official (Mayor, county commissioner)		
Members of U.S. Senate or U.S. House of Representatives		
Local government body (city council, county supervisors, etc.)		
Regulatory agency (Environmental Protection Agency, etc.)		
Lobbying group (National Rifle Association, AARP, etc.)		

Lesson two : MARKETPLACE OF IDEAS

Background :

The editorial page of the newspaper is designed to be a marketplace of ideas. One reason the U.S. Constitution guarantees freedom of the press is so information will flow freely to citizens. Editorial pages and opinion sections of the newspaper provide many different voices on topics of importance to readers. Newspapers also give citizens the opportunity to share views with the community in letters to the editor. By providing a “marketplace of ideas,” the newspaper helps readers gather information needed to be effective citizens.

It is important in this activity that students read and analyze positions from all sides of an issue, especially positions with which they may disagree. At the end of the lesson, you may want to have students discuss how citizens can share opinions with the community via electronic media. Many local television news programs ask viewers to call or e-mail the station in response to a news story. Some comments are aired, usually at the end of the program. Many communities have community-access television stations on which local citizens can present views. Talk radio is a popular medium, often with local programming and syndicated national shows. Many talk radio programs invite listeners to call.

Activity: take my word

Read the editorial page of the newspaper carefully. Select an editorial, an opinion column and a letter to the editor to analyze. Try to find examples of each on the same topic, if possible.

	Editorial	Opinion Column	Letter to the Editor
What is the topic?			
What is the writer's position?			
What facts are presented?			
What examples are provided?			
What opinions are expressed?			
What words indicate the writer's opinion?			

Which example of opinion writing did you find the most effective? Why?

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Did any of the pieces cause you to think more about your own opinion on the topic? Why?

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Lesson three: Newspapers and me

Background:

In this lesson, students find themselves reflected in their newspaper choices. The newspaper provides information students can use in their daily lives, and this activity requires students to see how that knowledge changes them. Students are encouraged to make connections between experiences and knowledge. Encourage students to see how using their knowledge of media can help them make more efficient use of information they find in the newspaper.

Activity

Review items you circled and/or read in the newspaper. Explain your choices and how they have affected you. Select at least one item from newspaper sections listed below.

Newspaper section	What did you select?	Why?	How are you different now in terms of knowledge or attitude?
National news			
State or regional news			
Local news			
Editorial pages			
Lifestyle or feature section			
Sports section			
Business news			
Entertainment section			
Advice column			

Weather section			
Comics page			
Display ads			
Classified ads			
Other			

Lesson four: SO MUCH NEWS, SO LITTLE TIME

Background :

Only in the recent past has the design and look of newspapers become more reader-friendly. Early publications were text-heavy, used little white space and few, if any, images or photographs. Improvements in technology have enabled newspapers to create elements that make it easier for the reader to locate information and features and that pull the reader into a story or newspaper section. In this lesson, students will compare an early publication with a current one and recognize and identify strides in designing a more accessible product for readers.

Activity

Directions: Use different editions of the newspaper to find examples of the following elements used to attract attention and help find information. Cut them out and paste them on a large sheet of paper and create your own crazy-quilt front page.

1. **Flag:** name of the newspaper on page one
2. **Index:** a listing, usually on page one, that tells where to find certain sections or features
3. **Headlines** of different sizes and typefaces
4. **News stories with bylines:** bylines tell the name(s) of the reporter(s) who wrote the story
5. **Photograph and cutlines:** the cutline is a caption, usually found under or alongside the photograph and telling something

about the photograph

6. **Skybox or teaser:** text and/or visuals above the flag that highlight articles inside the newspaper.

Activity : NEWSPAPER JARGON

Directions: Here are terms you should know as you learn more about and use the newspaper. Find an example of each item in your newspaper. Label each with a sticky note.

Byline: tells who wrote the story and may include the writer's title.

Column: vertical division of the page that helps to give it structure. Newspaper stories and images are measured in column inches—the number of columns wide by inches long.

Cutline/caption: explains what is happening in a photograph or illustration. The term “cut” was first used when images in the newspaper were printed from carved wood and etched metal. This may include a photo credit.

Dateline: location where an event took place and sometimes the date, usually at the very start of a story. Date and location were first used when news often took days to reach a reader.

Editorial: a column featured on the editorial page that expresses an opinion of the newspaper and encourages the reader to take action.

Fact: statement that can be proven (not an opinion).

Feature story: one in which the basic purpose is something other than news.

Five Ws and H: information always included in a news story and answering the questions who, what, when, where, why and how.

Flag/logo: name of the newspaper as it appears atop page one.

Graphic: use of lines, screens, boxes and large first letters to break up areas of space on the page.

Gutter: margin between facing pages in the vertical fold.

Headline: large type written and designed to summarize a story and attract the reader's attention.

Index: tells the reader where regularly featured pages, such as sports, weather and local news, can be found.

Jumpline: line that tells the reader on which page a story is continued.

Lead: first paragraph of the story that summarizes it and/or grabs the reader's attention.

News: information provided about an event shortly after it occurs.

Masthead: formal statement of the newspaper's name, officers, management and place of publication, usually on the editorial page.

Quotation: statement made by another person. A direct quotation is exactly what the person said and is placed in quotation marks. An indirect quote paraphrases what the person said and is not in quotation marks.

Sidebar: brief story with a special angle that goes with the main story.

Wire story: one written by a reporter working for a news service