

# COMMS 201 – LECTURE 1

## 2 MARCH - INTRODUCTION

- **Introductions**
- **Syllabus on Canvas**
- **Readings, Lectures**
- **Tutorials**



# WORKING IN THE FIELD

**Guest lecturers from University of Auckland  
student radio station 95BFM:**

- **Caitlin McIlhagga, General Manager**
- **Lillian Hanley, Head of News**



# CLASS REPS

## We're looking for Class Reps

### Nominate yourself today and get:

An important and recognised addition to your resume /  
Improve your leadership skill set / Ability to make  
significant changes to your education / End of Year Function /  
At the end of the semester, you will be eligible to receive  
a class rep certificate provided you have registered with AUSA.

NB: The deadline to register your details is Friday of week two.

### Responsibilities:

Elicit feedback from your classmates /  
Attend department and faculty meetings /  
Help resolve issues that may arise in your  
class.

For more info visit [www.ausa.org.nz/support/class-reps/](http://www.ausa.org.nz/support/class-reps/)  
email [classreps@ausa.org.nz](mailto:classreps@ausa.org.nz) or speak to your lecturer



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We offer advice  
about your rights,  
university procedures,  
tenancy and more.

# CLASS REPS



# TUĀKANA

**Our University-wide learning community, enhancing the academic success of Māori and Pacific students.**

**Offers small-group learning, whakawhanaungatanga, wānanga, fonotaga, face-to-face meetings and workshops.**

**These help connect Māori and Pacific students with senior Māori and Pacific students (tuākana), academic teaching staff, and key people across the University.**

# Coronavirus (COVID-19)

## Briefing slides

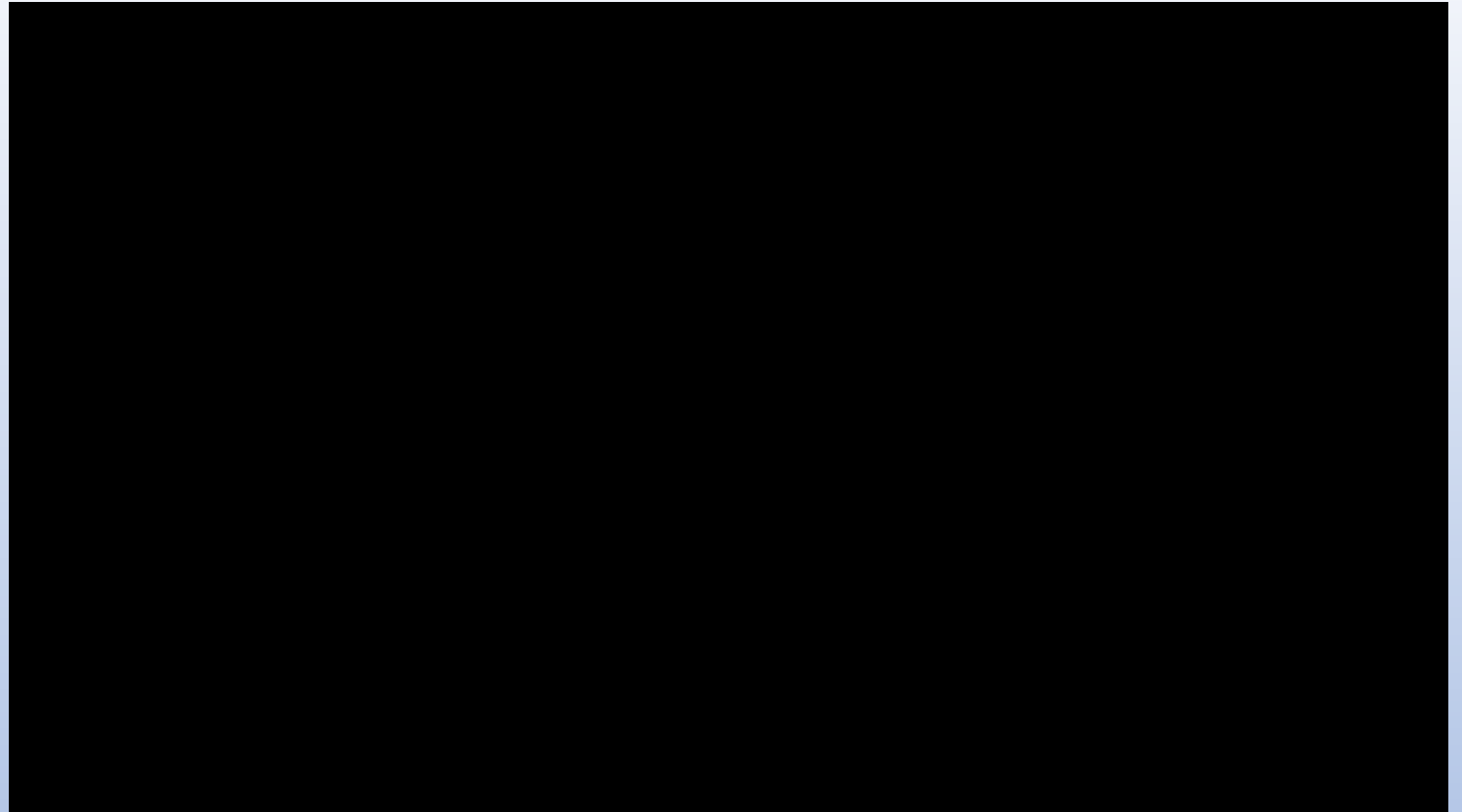
February 2020



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

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# What is Coronavirus (COVID-19)?



The Vice-Chancellor discusses coronavirus with  
infectious disease expert Dr Stephen Ritchie

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## What are the impacts on our campuses?

All University of Auckland activities are **operating as normal**.

Current medical advice is that there is **no increased risk** of contracting coronavirus by being on campus.

We are **following the advice of NZ health authorities** to reduce exposure and support those in self-isolation.



To stay informed visit: **[auckland.ac.nz/coronavirus](https://auckland.ac.nz/coronavirus)**

## What can I do to stay safe?

If you're feeling unwell  
**call your doctor** or  
a health professional.

Try to **isolate yourself** from  
others in the meantime.

Call HEALTHLINE on  
**0800 358 5453**  
for advice.

Just like in flu season, remember to  
**maintain healthy hygiene practices:**

1. Frequent hand washing with soap
2. Covering sneezes and coughs with a tissue
3. Stay away from others if you're sick
4. Avoid contact with people who have cold and flu-like symptoms

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## How can we look after each other?

### **Act with manaakitanga**

Show respect, care and support for others. Act with kindness and hospitality.

### **Foster whanaungatanga**

Commit to making our University community a place in which all feel they belong.

### **Be respectful**

Remember that if someone wants to wear a face mask, it does not mean they are unwell. They have every right to wear one and do what makes them feel comfortable.



### **Be kind**

As we all work together to minimise the spread of the virus, remember to be kind and supportive to each other.



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## What if I witness bad behaviour?

**Any forms of bullying, harassment, discrimination or xenophobic behaviour are completely against the University's principles of equity, care, compassion and hospitality to all, and have no place on our campuses.**

### **If you do witness such behaviour:**

- Stay calm and act. Don't stay silent.
- Call out the behaviour and tell the person to stop. Remind them that such behaviour is not appropriate.
- Correct any misinformation or inaccuracies in what people are saying.
- Show support, and if appropriate, refer the person subjected to the bad behaviour to the Student Health & Counselling Service.



# TODAY'S CONTENT

- **Course Overview**
- **Definitions of Journalism**
- **Academic study vs Practice**
- **10 Principles of Journalism**
- **Types of Journalism**
- **Two opposing attitudes towards Journalism**

# COURSE OVERVIEW (1)

<b>Week 1</b>	<b>March 2</b>	<b>Introduction/Overview</b>
<b>Week 2</b>	<b>March 9</b>	<b>News Values</b>
<b>Week 3</b>	<b>March 16</b>	<b>What should Journalism do?</b>
<b>Week 4</b>	<b>March 23</b>	<b>Ownership</b>
<b>Week 5</b>	<b>March 30</b>	<b>Media Law and Ethics</b>
<b>Week 6</b>	<b>April 6</b>	<b>Telling stories – How journalists do it</b>

# COURSE OVERVIEW (2)

**April 10-27 Mid-semester break**

**Week 7 April 27 No lecture or Monday tutorials**

**Week 8 May 4 News conference and writing exercise**

**Week 9 May 11 Exclusion – what is the mainstream and who gets left out**

**Week 10 May 18 Dumbing down – Tabloidization – Celebrification - Sport**

**Week 11 May 25 The Future is Now – New sources and outlets – Fake News**

**Week 12 June 1 No lecture or Monday tutorials**

# COURSEWORK

<b>Essay – due April 8 – 1,000 words</b>	<b>25%</b>
<b>Quizzes – 2 x 40 questions - March 30, May 25</b>	<b>40%</b>
<b>News writing – in class May 4</b>	<b>25%</b>
<b>Tutorial attendance</b>	<b>10%</b>

# DEFINITION (1) OF JOURNALISM

**Journalism is the activity or product of journalists or others engaged in the preparation of written, visual, or audio material intended for dissemination through public media with reference to factual, ongoing events of public concern. (Wikipedia)**

**It is intended to inform society about itself and to make public things that would otherwise be private**

# DEFINITION (2) OF JOURNALISM

**(Allan and Zelizer, Keywords)**

**Journalism: Broad range of activities associated with newsmaking.**

**In its contemporary usage, it refers to the organized and public collection, processing and distribution of news and current affairs material.**

**Implied has been a sense of the evolving crafts, routines, skills and conventions employed in newswork, spanning the occupational roles of editors, reporters, correspondents and photographers among others.**

# DEFINITION (3) OF JOURNALISM

**Harcup:**

**Is it a trade, or a craft or a profession? Maybe all three but also a form a communication based on asking and answering the questions**

**WHO?**

**WHAT?**

**WHERE?**

**WHEN?**

**WHY?**

**HOW?**



# PRELIMINARY REMARKS

**Journalism has undergone huge shifts through digitalization**

# ORIGINS

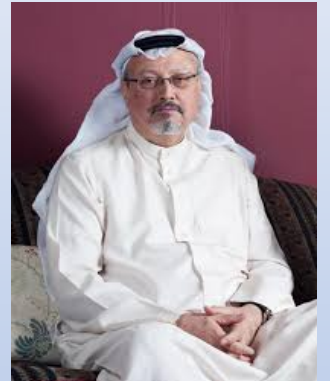
**Journalism began in Europe and England, associated with emerging capitalism and democracy. Many of our references will draw on European, UK and US examples. However, national and regional news services have flourished worldwide and journalism is practiced in most countries, sometimes at great risk. Always interesting to get examples from those of you from other countries with different journalism traditions.**

# A HIGH COST

Journalism *matters* – this is evident from the way they are courted by politicians, to always being blamed, to being threatened, tortured and even killed.

Malta

Daphne Caruana Galizia



Saudi Arabia

Jamal Khashoggi

Russia

Anna Politkovskaya



Ireland

Veronica Guerin

# BREAK – 1.55-2.05

## Coming up:

**Guest lecturers from University of Auckland student radio station 95BFM:**

- **Caitlin McIlhagga, General Manager**
- **Lillian Hanley, Head of News**

# JOURNALISM *MATTERS*

## Tensions and inconsistency

- Three ‘interpretive communities’ involved in considering journalism:
  - 1. Journalists
  - 2. Journalism educators
  - 3. Journalism scholars
- Journalists argue ‘Those that can ‘do’ and those that can’t ‘teach’.
- Academics see journalists as acting on their ‘gut’ - romanticising, undertheorizing, framing the journalist as hero.’
- Journalism educators say that ‘journalists have their head in the sand and journalism scholars their head in the clouds.’
- Barbie Zelizer, *Journalism and the Academy*

# DIFFERING APPROACHES WITHIN ACADEMIA

**‘Within the academy, there have been five main types of inquiry into journalism-sociology, history, language studies, political science, and cultural analysis. ... These are not the only disciplines that have addressed journalism. But the perspectives they provide offer a glimpse of the range of alternatives through which journalism can be conceptualized.’**

**Barbie Zelizer, *Journalism and the Academy***



# SCHOLARY - PRACTICAL

## Scholarly Critique

- A profession with norms, values and practices.
- A complex institution, wielding power and shaping public opinion (gender, race, ownership)
- An institution that has a history, but is also confronting continuous challenges and change.
- The public use of words, images and sounds in patterned ways that frame reception.
- A set of practices with practical and symbolic dimensions.

## Practical Journalism

- Writing clear prose following 'who why what and when'
- Using the inverted pyramid model
- Reporting on a proper press conference by a public figure
- Understanding rudimentary issues of journalistic professionalism, ethics and media law
- Grasping the different styles of journalism that are common today

# 10 ELEMENTS OF JOURNALISM KOVACH & ROSENSTIEL (2014)

- 1. Journalism's first obligation is to the truth**
- 2. Its first loyalty is to citizens**
- 3. Its essence is a discipline of verification**
- 4. Its practitioners must maintain an independence from those they cover**
- 5. It must serve as an independent monitor of power**



*Bill Kovach*



*Tom Rosenstiel*



# 10 ELEMENTS OF JOURNALISM (CONTINUED)



*Bill Kovach*



*Tom Rosenstiel*

- 6. It must provide a forum for public criticism and compromise**
- 7. It must strive to make the significant interesting and relevant**
- 8. It must keep the news comprehensive and proportional**
- 9. Its practitioners must be allowed to exercise their personal conscience**
- 10. Citizens have rights and responsibilities when it comes to the news**

# HARD NEWS VS SOFT NEWS

HARD NEWS TOPICS	SOFT NEWS TOPICS
International news	Entertainment or celebrity news
Political news	Lifestyle news
Business and economic news	Arts and culture news
Health or education news	Sports news



Often topics straddle both categories

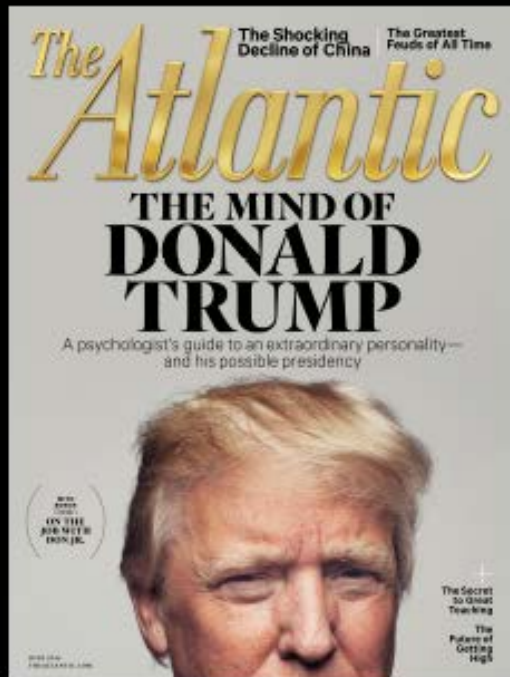


# SHORT VS LONG-FORM NEWS

Print/online: News items vs. features and long-form

Broadcast: News vs. Current Affairs and documentary

Multiplatform news outlets: combines the above



All can be hard or soft content



# TECHNOLOGY

Technologies of journalism:  
Print, photos, moving image, cartoon

Newspapers : 1700s

Magazines: 1800s

Radio and television: mid-1900s

Internet: 2000+

All the types of journalism (content and form) can appear in each of the formats, although some styles may be associated more with one technology than another.



## THE LONDON GAZETTE.

Published by Authority.

From Monday, September 3, to Monday, September 10, 1666.

Whitehall, Sept. 8.

**T**HE ordinary course of this paper having been interrupted by a sad and lamentable accident of Fire lately happened in the City of London: it hath been thought fit for satisfying the minds of so many of His Majesties good Subjects who must needs be concerned for the Issue of so great an accident, to give this short, but true Account of it.

On the second instant, at one of the clock in the Morning, there happened to break out, a sad and deplorable Fire in *Padding-lane*, near *New Fish-street*, which falling out at that hour of the night, and in a quarter of the Town so close built with wooden pitched houses spread itself so far before day, and with such distraction to the inhabitants and Neighbours, that care was not taken for the timely preventing the farther diffusion of it, by pulling down houses, as ought to have been; so that this lamentable Fire in a short time became too big to be assisted by any Engines or working near it. It fell out most unhappily too, That a violent Easterly wind fanned it, and kept it burning all that day, and the night following spreading itself up to *Grace-church-street* and downwards from *Cannon-street* to the Waterside, as far as the *Three Cornes in the Victory*.

The people in all parts about it, distracted by the vastness of it, and their particular care to carry away their Goods, many attempts were made to prevent the spreading of it by pulling down Houses, and making great Intervalls, but all in vain, the Fire being upon the Timber and Roibish, and so continuing it set even through those spaces, and raging in a bright flame all Monday and Tuesday, notwithstanding His Majesties own, and His Royal Highness's indefatigable and personal pains to apply all possible remedies to prevent it, calling upon and helping the people with their Goods; and a great number of Nobility and Gentry unweariedly assisting therein, for which they were rewarded with a thousand blessings from the poor distressed people. By the favour of God the Wind slackened a little on Tuesday night & the flames meeting with brick buildings at the Temple, by little and little it was observed to lose its force on that side, so that on Wednesday morning we began to hope well, and His Royal Highness never desisting or slackening his personal care wrought as well that day, assisted in some parts by the Lords of the Council before and behind it that a stop was put to it at the Temple

Church, near *Hellborn-bridge*, *Pie-corner*, *Almeida's*, *Cripple-gate*, near the lower end of *Coleman-street*, at the end of *Douglas-hallway* by the *Posters* at the upper end of *Bishopsgate-street* and *London-hall-street*, at the *Standard* in *Cornhill* at the church in *Fenchurch-street*, near *Cloth-workers Hall* in *Aldersgate-lane*, at the middle of *Mark-lane*, and at the *Tower-duct*.

On Thursday by the blessing of God it was wholly beat down and extinguished. But so as that Evening it unhappily burnt out again a fresh at the Temple, by the falling of some sparks (as is supposed) upon a Pile of Wooden buildings; but His Royal Highness who watched there that whole night in Person, by the great labours and diligence used, and especially by applying Powder to blow up the Houses about it, before day most happily mastered it.

Divers Strangers, Dutch and French were, during the fire, apprehended, upon suspicion that they contributed mischievously to it, who are all imprisoned, and Informations prepared to make a severe inquisition here upon by my Lord Chief Justice *Keeling*, assisted by some of the Lords of the Privy Council; and some principal Members of the City, notwithstanding which suspicion, the manner of the burning all along in a Train, and so blown forwards in all its way by strong Winds, make us conclude the whole was an effect of an unhappy chance, or to speak better, the heavy hand of God upon us for our sins, shewing us the terror of his Judgement in thus raising the Fire, and immediately after his mercifulness and never to be acknowledged Mercy, in putting a stop to it when we were in the last despair, and that all attempts for quenching it however industriously pursued seemed insufficient. His Majesty then met hourly in Council and ever since hath continued unking rounds about the City in all parts of it where the danger and mischief was greatest, till this morning that he hath sent his Grace the Duke of *Albemarle*, whom he hath called for to assist him in this great occasion, to put his happy and successful hand to the finishing this memorable deliverance.

About the Tower the seasonable orders given for plucking down the Houses to secure the magazines of Powder was more especially successful, that part being up the Wind, notwithstanding which it came almost to the very Gates of it. So as by this early provision the general Stores of War lodged in the Tower were entirely saved: And we have further this intimate cause to give God thanks, that the Fire did not happen where

# ATTITUDES TO JOURNALISM

- Explanations of how and why journalism matters depend on who is speaking.
- Michael Moore in his film Fahrenheit 911
- <http://www.youtube.com/watch?v=UOkPtINgvvw>
- He Toki Huna: NZ in Afghanistan (nzinafghanistan.com)

<https://vimeo.com/82256825>

# VIDEO – STEPHENSON vs MOORE

**These clips offer up competing though often cited perspectives:**

- **Jon Stephenson’s position:** Journalism as the “fourth estate”, or part of the “public sphere”, a free press that informs people as voting citizens -- holding the powerful to account.
- **Michael Moore:** mainstream journalism promotes an “ideology of dominance” ensuring we continue to support the ideas and power of the ruling class.

# NEXT WEEK

## NEWS VALUES:

**What makes ‘news’?**

**How do journalists decide what is ‘newsworthy’**

**How do senior journalists decide what to put in the newspaper or bulletin, and where?**

# Template