

Міністерство освіти і науки України
Національний університет водного господарства
та природокористування

Кафедра іноземних мов

06-09-115М

МЕТОДИЧНІ ВКАЗІВКИ

та навчальні завдання
до практичних занять і самостійної роботи з дисципліни
«Іноземна мова професійного спілкування»
для здобувачів вищої освіти другого (магістерського) рівня за
освітньо-професійною програмою «Медіаправо та медіабезпека»
спеціальності 061 «Журналістика» всіх форм навчання

Рекомендовано
науково-методичною радою з
якості ННП
Протокол № 9 від 28.02.2025 р.

Рівне – 2025

Методичні вказівки і навчальні завдання до практичних занять і самостійної роботи з дисципліни «Іноземна мова професійного спілкування» для здобувачів вищої освіти другого (магістерського) рівня за освітньо-професійною програмою «Медіаправо та медіабезпека» спеціальності 061 «Журналістика» всіх форм навчання. [Електронне видання] / Літвінчук А. Т., Купчик Л. Є. – Рівне : НУВГП, 2025. – 52 с.

Укладачі: Літвінчук А. Т., канд. пед. наук, доцент кафедри іноземних мов; Купчик Л. Є., канд. пед. наук, доцент, завідувач кафедри іноземних мов.

Відповідальний за випуск: Купчик Л. Є., канд. пед. наук, доцент, завідувач кафедри іноземних мов

Гарант ОПП: Мітчук Ольга Андріївна, доктор наук із соціальних комунікацій, професор, професор кафедри конституційного права та галузевих дисциплін.

© А. Т. Літвінчук,
Л. Є. Купчик, 2025
© Національний університет
водного господарства та
природокористування, 2025

Передмова

У сучасному світі, де медіа є основним інструментом формування громадської думки та передачі інформації, знання англійської мови стає невід'ємною складовою професійної діяльності журналістів. Методичні вказівки та навчальні завдання до курсу «Іноземна мова за професійним спрямуванням» для ОПП *Медіаправо та медіабезпека* спрямовані на розвиток мовних навичок, які необхідні для успішної роботи в міжнародному інформаційному просторі.

Основним завданням цього курсу є формування у студентів здатності ефективно використовувати англійську мову в контексті медіа-правових норм, журналістської етики та безпеки, а також підвищення рівня мовної компетентності для забезпечення точності, коректності та правової відповідальності в процесі створення та розповсюдження журналістських матеріалів.

Методичні рекомендації сприятимуть розвитку критичного мислення та вміння аналізувати медіа-контент через призму правових і етичних аспектів, а також забезпечать студентам необхідні знання для грамотного використання англійської мови в професійній діяльності.

Дані вказівки та навчальні завдання розроблено з метою формування у студентів навичок для розуміння та сприйняття необхідної інформації під час дискусій, лекцій, бесід; можливості брати участь в дискусіях та обговореннях; вести бесіду, обираючи відповідні стратегії та ефективно організовуючи матеріал, пов'язуючи окремі вислови у чітке зв'язне мовлення; застосування на практиці правил презентації; розуміння автентичних текстів, вміння компресувати отриману інформацію та передавати її у різних формах; вміння знаходити інформацію, що стосується фаху, користуючись словниками, підручниками, Інтернет-ресурсами, тощо; знання найпоширеніших одиниць фахової терміносистеми; усвідомлення крос-культурних відмінностей і знання основних правил взаємодії людей.

LEAD-IN

Take the survey and report its results.

What do we expect from the media?

1. What are the first five words you think of when you hear the word *journalism*?
 2. How often do you read or watch the news?
 - more than once a day
 - every day
 - two or three times a week
 - once a week
 - rarely / never
 3. What kind of news are you most interested in?
 - sports
 - politics / government information
 - business
 - science or technology
 - health
 - entertainment
 - weather / traffic
 4. Which type of news do you pay most attention to?
 - international issues or events (what is happening around the world)
 - national issues or events (what is happening in my country)
 - local / city-wide issues or events (what is happening in my city)
 5. Where do you usually get your news?
 - newspapers (paper form)
 - television
 - radio
 - internet newspapers or sites
 - other
 6. On a scale of 1 to 5, do you trust that the news you read or watch is honest and fair? (1 means 100% trust, 5 means 0% trust in the news)
-
7. Should the government own and control the newspaper and television news?
 - Yes
 - No

8. Is watching or reading the news important?
- Yes
 - No
9. Do you believe the media should promote social awareness and address critical issues?
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
10. How is the news changing nowadays? How is the way you get the news changing? How are the stories you read or watch changing?
Your own answer (up to 100 words) _____

UNIT 1. WHY JOURNALISM? THE HISTORY OF JOURNALISM.

INTRODUCTORY LECTURE

ACTIVITY 1. Read the introductory lecture and do the post-lecture tasks:

Welcome to the Unit 1 lecture on *Why Journalism?* What makes this field interesting? Obviously, the news is a big business. And it's growing with the use of smartphones and social media. In this lecture, we're going to talk about how journalism helps people worldwide become critical thinkers and why learning about the news is a good way to improve your English.

Let's talk more about how the news helps create critical thinkers. Paying attention to current events is an important part of being a critical thinker. A critical thinker is a person who questions facts and stories. Critical thinkers understand that in order to help their community, they must continue to learn about their city, country, and also about other places in the world. Critical thinkers have two key qualities. They're curious, meaning they want to learn more about new subjects. And they're skeptical, which means they question things and are not easily convinced of something. A curious person might say I need more information. Are there other facts or opinions that I need to know about this topic? And a skeptical person might say is this source reliable? How do I know what they're saying is true?

Here's an example. Let's say you just read an article in a newspaper about crime in your city. That newspaper article reported on an interview with the chief of police. The chief of police announced that the police department reduced the number of crimes committed by a third. When compared with the year before, it is an amazing accomplishment for any police department. A curious person would wonder, how did the police accomplish this? I need more information. A skeptical person would ask, is this really true? Should I believe what the chief of the police says? Maybe in a different article, you read that the way we count or measure crimes has changed. And maybe there's the same amount of crime but it's being counted differently. For example, smaller crimes like theft of small amounts or certain driving offenses are now punished with a ticket rather than an arrest. So it only seems that the city is safer. It has the same amount of crime with fewer arrests. Or maybe other articles confirm that the crime rate has gone down because of better policing. New police officers were hired. And the police were able to use new technology to help keep the city safe. Either way, the critical thinker found more information and is now able to make better decisions, as a citizen of that town, the country, or the larger world.

Watching or reading the news can help you make informed decisions. From what to buy in the store to how to vote in the next election. It's the job of the news to keep you informed. Finally, the news is a great tool to use when you're studying English. As you probably noticed, you can find stories on a variety of subjects, from international events to business, health, and even sports. Plus, as a language learning tool, you can read, watch, or listen to the news everywhere. Nowadays, you can even access the news in many forms from your phone. Journalism plays a pivotal role in society as a means of informing, educating, and connecting people. It serves as the bridge between the public and the world, providing access to vital information, uncovering truths, and giving voice to the voiceless. But beyond its societal role, why might someone choose journalism as a career or field of study?

Here are some options:

- **Passion for Storytelling:** Journalism provides an avenue for individuals to tell stories that matter, shine a light on issues of public concern, and bring hidden narratives to life.

- **Desire for Change:** Many journalists are motivated by a drive to influence society positively, holding powerful entities accountable and championing justice.
- **Creativity and Curiosity:** Journalism is perfect for those with an innate curiosity and a love for learning. Journalists often explore a range of topics, meet diverse people, and adapt their skills to various formats.
- **Global Perspective:** In an increasingly connected world, journalism enables individuals to explore global issues, cultural differences, and the nuances of international relations.
- **Adaptability in a Digital Era:** Journalism is evolving with technology and is at the forefront of the digital transformation. Skills like video editing, podcasting, and social media are now integral.

In conclusion, journalism is more than just a profession – it is a calling, it offers a unique platform to make an impact while constantly learning and growing. For those who seek a career that blends creativity, purpose, and adaptability, journalism provides an unmatched avenue to achieve it.

Post-lecture task 1.

- *take notes: highlight key points, unfamiliar terms, and main ideas to aid your understanding;*
- *prepare questions: identify areas where you need clarification or further explanation;*
- *relate the new information to what you already know about the topic;*
- *write a summary of the lecture to ensure comprehension.*

Post-lecture task 2.

List three personal motivations or values that align with pursuing a career in journalism. For example:

- *I want to challenge misinformation and promote informed discussions.*
- *I am fascinated by human experiences and want to share diverse voices.*
- *I enjoy investigating and solving complex issues through research.*

ACTIVITY 2. Review the information from the USAID-Internews Media Consumption Survey devoted to Ukrainian media use and trust in 2023. Prepare a written summary of the key points from the slides including relevant examples (up to 200 words).

SLIDE 1



Summary. Use of and Trust in the Media

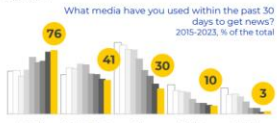


Key Findings (1)

Use of the Media

In 2023, news consumption remains at the same level as last year for all media types - except for TV consumption, which continues to decrease.

47% of Ukrainians use several types of media to get news; if they use only one source, it is usually a social network.



The number of those who use the internet every day increases every year. In 2023 the figure was 89%, with 98% of young people aged 18-35 reporting that they use the internet every day.

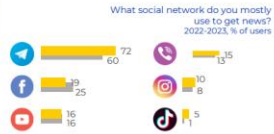
87% of the audience use smartphones to consume news, while among young people aged 18-35 this figure is 97%.

Social networks are the most popular news source among Ukrainians aged 18-35, while Ukrainians over 46 make up the majority of TV, radio, and print media news consumers.

Of the 80% of interviewees who know about the United News telethon, 45% of them watch it weekly.

1+1/TSN is the most popular TV channel for news, and one of the popular news pages and channels on Facebook and YouTube.

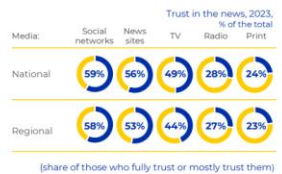
In 2023, Telegram remains the main social network for communication and news consumption, showing considerable growth in both categories. In contrast, Facebook has seen a decline in audience reach and news consumption. Viber shows increased audience reach, but news consumption statistics remains unchanged from 2022. TikTok has increased both in terms of communication and news.



Trust in the Media

The most trusted news sources are the most popular - 58% of interviewees trust news on social networks, 56% trust national news online, and 49% trust national television news.

In 2023, the level of trust in both national and regional radio increased, as did trust in print media. The main reasons for growing trust in radio were the disappearance of pro-Russian radio stations, the absence of Russian music, and increased presence of the news content on music stations.



SLIDE 2



Summary. Media audience



Key findings (2)

National news consumption decreased significantly for all types of media this year, most of all for print media.

Social networks audience - 76% of the total

What social networking news pages/channels have you read/watched within the past 30 days? (among consumers of social networks)

Social networks	2015	2016	2017	2018	2019	2020	2021	2022	2023
National	77%	77%	77%	77%	77%	77%	77%	77%	77%
Regional	62%	62%	62%	62%	62%	62%	62%	62%	62%
International	20%	20%	20%	20%	20%	20%	20%	20%	20%

The most popular news outlets on social networks:

- Telegram - Trukha Ukrayina, Ukrayina Seichas, Lechen psych, TSN news;
- Facebook - TSN, Ukrayinska Pravda, Suspijne Novyzy;
- YouTube - STERENKO, 24th Channel, TSN, Ukrayinska Pravda;
- Viber - Blyskavka, Krayina.info.

Ukrainians mostly follow bloggers and opinion leaders such as Serhii Sterenko, Serhii Prytula, Volodymyr Zelenskyy.

News sites audience - 41% of the total

What news sites have you visited in the past 30 days? (among online media consumers)

News sites	2015	2016	2017	2018	2019	2020	2021	2022	2023
National	93%	91%	90%	90%	89%	84%	85%	83%	69%
Regional	28%	31%	31%	42%	33%	29%	27%	55%	54%
International	11%	19%	24%	24%	19%				

The most popular sites for getting the news are Ukr.net, UNIAN (unian.net), 1+1/TSN (1plus1.ua, tsn.ua) and Ukrayinska Pravda (pravda.com.ua). Regional news sites are more popular among the residents of eastern regions.

Television audience - 30% of the total

Which TV channels have you watched for news over the past 30 days? (among TV consumers)

TV	2015	2016	2017	2018	2019	2020	2021	2022	2023
National	99%	99%	99%	99%	99%	95%	94%	89%	78%
Regional	43%	44%	39%	45%	30%	28%	27%	44%	45%
International	4%	10%	8%	11%	7%				

The leaders in national news broadcasting are 1+1, ICTV, STB, and Inter. Residents of westerners get the news from national television channels more often than those living in other regions.

Radio audience - 10% of the total

What radio stations have you listened to in the past 30 days? (among radio consumers)

Radio	2015	2016	2017	2018	2019	2020	2021	2022	2023
National	87%	90%	93%	92%	91%	82%	76%	69%	58%
Regional	27%	28%	25%	27%	22%	27%	31%	56%	58%
International	2%	6%	6%	8%	6%				

Radio news consumers listen to both national and regional radio stations. The most popular national radio stations for news are Lux FM, HIT FM, and Ukrayinske Radio.

Print media audience - 3% of the total

What print media have you used to read the news within the past 30 days? (among print media consumers)

Print	2015	2016	2017	2018	2019	2020	2021	2022	2023
National	61%	55%	50%	58%	56%	45%	54%	42%	22%
Regional	63%	70%	68%	69%	65%	67%	57%	71%	81%
International	2%	7%	7%	7%	1%				

Print media's audience is small, consisting mostly of Ukrainians over 56 years old.

(Source <https://internews.in.ua/wp-content/uploads/2023/10/USAID-Internews-Media-Survey-2023-EN.pdf>)

LECTURE 2

ACTIVITY 3. Read the lecture and do the tasks below:

Welcome to the second lecture within Unit 1, the *History of Journalism*. In this lecture, we will look at the origins of journalism and talk about the ways in which journalism was originally used by governments to send their messages to the people. Try to take notes on the dates and names you hear, because this will help you do the quiz that follows.

The first time that people received the news was back during the times of the Roman Empire in around 130 BCE, before the year 0. The daily events called *acta diurna* in Latin, were carved into stone and put up in public places, such as a market square so that people could read them. People could read about births and deaths, marriages, and the results of legal trials.

Around the same time in China, a similar thing was happening. The Chinese government sent out messages called *dibao*, meaning government reports, to local governors, people who were in charge of an area. They then shared some of the information with the local people.

For over a thousand years people got the news this way until a German man called Johannes Gutenberg invented a machine that created many pages of text very quickly. The machine had small metal parts that moved so that any text could be created and then many identical copies were made. He called this machine the printing press. In the year 1454, Gutenberg began to use his printing press, and a year later he printed a copy of the Bible, the first book printed like this.

Gutenberg's invention changed the way that people got their news. It was now much quicker and cheaper to print texts and almost anybody could do it. However, the government still controlled what people wrote. In Europe in the 1620s, people wrote single-page newsletters called *Corantos*, writing about wars and other interesting news. However, governments censored them, meaning they stopped people from writing about topics they didn't like. The governments wanted these *corantos* to only print propaganda, that is, information that helps the government.

In England in 1644, John Milton, a famous poet, wrote and published *Areopagitica*. This speech called for the freedom of the press, meaning that people should be able to report the news without the government trying to stop them. Many of the ideas that Milton wrote about are very important to the modern principles of journalism, but it

didn't really change the way that governments controlled information in newspapers at that time. In 1665, a newspaper called *The Oxford Gazette* began in England, the oldest newspaper printed in English. Many people learned about the great fire of London a year later by reading about it in this newspaper.

People can still read this newspaper today. *Public Occurrences*, the first newspaper in the Americas, was published in Boston in 1690. It contained only four pages and was supposed to be published every month, however, it was censored immediately and only one edition was ever published. As we mentioned, in the early history of journalism, governments wanted to control the information that people received. The authorities censored newspapers when they did not like what was being printed. In the next lecture, we will look at the steps that allowed the press to become free, not controlled by the government.

Post-lecture task 1.

- **take notes:** highlight key points, unfamiliar terms, and main ideas to aid your understanding;
- **prepare questions:** identify areas where you need clarification or further explanation;
- **relate** the new information to what you already know about the topic;
- **write** a summary of the lecture to ensure comprehension.



ACTIVITY 4 (group projects). Work in groups and explore the historical development and milestones of the origins of journalism in Ukraine.

Highlight the following:

- the emergence of the first newspapers or printed media in Ukraine;
- key figures in the development of Ukrainian journalism and their contributions;
- compare the origins of journalism in Ukraine with global trends discussed in the lecture.

LECTURE 3

ACTIVITY 5. Read the lecture and do the tasks below:

Welcome to the *History of Journalism* from 1690 to the present day. In this lecture, we are going to look at the steps that allowed journalism to become more independent and free from government control. We will also talk about the different ways that people get their news. Try to take notes on the dates and names you hear because this will help you do the assignment that follows these lectures.

For most of the 18th century, governments still controlled what people wrote. For example, in the USA in 1722, a young Benjamin Franklin took over as editor of a newspaper called *The New England Courant*, because his older brother was in jail. The government accused him of writing things that were not true. Later in the 18th century, people began to believe in a free press. Edmund Burke, an Irish politician, was making a speech about the three parts of government called the *Three Estates*. Then he pointed to the *Journalists* and called them the *fourth estate*, meaning that writing the truth was an important part of governing a country.

We still call journalism the fourth estate. A few years later, in 1791, ten amendments to the US Constitution called the *Bill of Rights* became a law. The First Amendment talked about freedom of religion, freedom of speech, and also freedom of the press. This amendment protects journalists' rights by making sure the government cannot control the information or opinions that journalists publish.

Even though journalism was no longer controlled by the government most newspapers in the early 19th century were biased, meaning they only told one side of the story or one point of view and were read by people who agreed with their opinion. In 1835, however, a newspaper called *The New York Herald* was started with the goal of providing unbiased news that everyone could enjoy. This newspaper also tried to be politically independent, not preferring one political party over another.

In the 1850s, newspapers moved from being just local to national. The technology improved, so it became easier to print and distribute many more newspapers. Hundreds of thousands of people could now read the same newspaper on the same day in different parts of the country. The early years of the 20th century saw a new type of journalism, investigative journalism. This involved a journalist looking

into and writing about powerful people and industries. An example of this investigative journalism is when Upton Sinclair wrote *The Jungle* in 1906. Readers learned about the unhealthy practices in meat packing factories and the bad conditions for the workers.

Although newspapers continued to be popular throughout the 20th century, by the 1920s, they also had to compete with news on the radio. Listening to the news on the radio allowed the whole family to sit down and hear the news at the same time. And they could also listen to things live as they are happening instead of waiting until the next day to read about them. In the 1950s television became popular and nearly every family in the USA had one. People could now see pictures as well as hear people talk about the news.

The internet became popular in the 1990s. And online newspapers began to replace print copies. Today over half the adults in the USA get their news from Twitter or Facebook. As we have seen, over hundreds of years governments have tried to control the news. The press has worked to become freer and more independent. Because of new technology, people can get their news from many different places.

Post-lecture task 1.

- **take notes:** highlight key points, unfamiliar terms, and main ideas to aid your understanding;
- **prepare questions:** identify areas where you need clarification or further explanation;
- **relate** the new information to what you already know about the topic;
- **write** a summary of the lecture to ensure comprehension.



ACTIVITY 6 (group projects). Work in groups and explore further historical development and the role of journalism in Ukraine.

Highlight the following:

- *the role of journalism during significant historical periods (e.g., the Ukrainian national revival, Soviet era, independence movement);*
- *the evolution of journalism in modern Ukraine, including its role in the digital age and during recent political events.*

Language Focus on Grammar: Past Simple and Past Continuous

When talking about the history of journalism, we've been using different forms of the past tense, the **simple past**, and the **past continuous**. When an action begins and ends in the past, we use the simple past. Most verbs can be put in the past simply by adding **-ed** or just **-d** to the end of the verb. For example, **played, watched, and completed**. You may notice that there are many verbs that do not take an **-ed** ending.

*e.g. The technology **was** not available to print the news before the Gutenberg press.*

In this sentence, the verb **to be** is put in the past. This is an **irregular** verb.

*or e.g. In China, people **read** messages from the government called the Dibao.*

Here, the verb **to read** is in the past.

There are as many as 400 irregular verbs. It's worth memorizing these forms because many of these verbs are quite common. For example, write – wrote, is – was, think – thought, take – took, speak – spoke.

The **past continuous** is formed with either **was** or **were** and the **-ing** form of the verb.

*e.g. While I **was watching** the video about the history of journalism, I **was taking** notes.*

This means that there was a duration, a period of time when you were watching and taking notes. Similar to the simple past, this is an event that began and ended in the past. But with the **past continuous**, the audience, the listener or reader, knows that it happened for a longer time, not just a moment.

Many times, the **past continuous** and the **simple past** are used together.

*e.g. I **was researching** the story when my editor **called**.*

Here, you can tell that the speaker was researching perhaps for many minutes or hours and the editor called during that time. We don't know exactly when the editor called, but we know what the speaker was doing at the time.

Here's another example.

*e.g. While many countries **were looking** for alternatives to gas-powered cars, Tesla **introduced** the electric automobile.*

Notice that **while** is often used to introduce the past continuous. And **when** is often used with the **simple past**. And remember, when you choose between past simple and past progressive, think about which action takes the longest. That action will be in the **past continuous** form.

Language Focus on Vocabulary

A. Check your comprehension of the keywords and phrases:

Nouns: curiosity, skepticism, reliability, government, entity, bias, amendment, editor, authorities, podcasting, censorship

Adjectives: curious, skeptical, reliable, accountable, independent, different, investigative, significant, identical, immediate, local, national, integral, unique

Verbs: announce, publish, edit, censor, confirm, explore, vote, protect, investigate, compete, involve

Phrases: current event, crime rate, legal trial, printing press, print copy, at the forefront, to be in charge of, accuse sb of sth

Collocations: to make a decision, to make a speech, to take notes, to shine a light, to make an impact

B. Make sure you understand the relationship between the words in the word families and know the basic rules of word formation (in particular, affixes):

e.g. curious – curiosity

different – difference

government - governmental

announce – announcement

authority – authoritative

immediate – immediately

C. Think of other examples of word formation using words from A.

SELF-ASSESSMENT TASK I

I. Choose the correct option

1. Which of these happened first?

a) Radio became popular

b) *Corantos* were published in Europe

c) Freedom of the press was written into the U.S. Constitution

- d) The first newspaper was published in America
- 2. Which of these happened last?**
- a) The World Wide Web created online journalism
 - b) Upton Sinclair used investigative reporting to expose the food industry in *The Jungle*
 - c) *Acta Diurna* were written in the Roman Empire
 - d) European and American newspapers were a result of technological invention
- 3. European and American newspapers were a result of which technological invention?**
- a) *Dibao* scrolls
 - b) The World Wide Web
 - c) Gutenberg's printing press
 - d) Roman *Acta Diurna*
- 4. Which of these happened in the twentieth century?**
- a) The Chinese government published scrolls called *Dibao*
 - b) The first newspapers were created
 - c) People began to get their news from television
 - d) The printing press was developed by Gutenberg
- 5. What was the name of the first regular newspaper published in English?**
- a) The Fourth Estate
 - b) The Oxford Gazette
 - c) The New York Herald
 - d) The Jungle
- 6. Choose the sentence that is grammatically correct**
- a) She reads the book when her phone was ringing.
 - b) She read the book when her phone rings.
 - c) She was reading the book when her phone rang.
 - d) She reading the book when her phone rang.
- 7. Choose the sentence that is grammatically correct**
- a) While the reporter wrote the article, the editor checked the facts.
 - b) While the reporter was writing the article, the editor was checking the facts.
 - c) While the reporter wrote the article, the editor was checking the facts.
 - d) While the reporter writing the article, the editor was checking the

facts.

8. Choose the best phrase or collocation to fit in the context:

The editor decided to _____ which stories would appear on the front page.

- a) legal trial
- b) to make a decision
- c) to shine a light
- d) to be in charge of

9. Choose the best phrase or collocation to fit in the context:

The investigative report aimed _____ on corruption within the local council.

- a) legal trial
- b) to make a decision
- c) to shine a light
- d) to be in charge of

10. Choose the best phrase or collocation to fit in the context:

The reporter's coverage of the refugee crisis truly _____ and raised global awareness.

- a) legal trial
- b) to make a decision
- c) to shine a light
- d) to make an impact

ADDITIONAL TASK

Read the information by the link and get ready to speak about the relevance of this issue.

Political Cartoons: Exploring Serious Subjects in Fun Way

<https://learningenglish.voanews.com/a/political-cartoons-exploring-serious-subjects-in-fun-way/4697733.html>

UNIT 2. PRINCIPLES OF JOURNALISM. MEDIA FREEDOM. FREEDOM OF INFORMATION

LECTURE 1

ACTIVITY 1. Read the lecture and do the tasks below:

Welcome to Unit 2, the **Principles of Journalism**: Overview and Gathering Sources.

In this lecture, we will define the idea of principles, present an overview of the 10 principles of journalism, and examine all the principles that a journalist needs to consider when gathering sources.

First of all, it's important that we understand what a principle is. A **principle** is a fundamental, really important truth that is the basis of something. So the principles of journalism are the things that journalists have to remember to do all the time.

There are **10 fundamental principles** of journalism. The first two principles, **verification**, and **objectivity**, are important for journalists to remember when they are **finding their sources or information**. The next four principles, **originality**, **completeness**, **transparency**, and **fairness**, are the principles that a journalist needs to remember when they are **telling the story**, meaning when they are actually writing their article. The final four principles include **restraint**, **humanity**, **accountability**, and **empowerment**. These principles are about how journalism can **impact** people, meaning how people are affected by the articles that a journalist writes.

Let's start by talking about the principles that journalists need to remember when they are gathering sources, meaning they are talking to the important people in a story. For example, if there is a car accident, a journalist needs to talk to the people who actually saw it happen. We call these people eyewitnesses. When the journalist is talking to these people, they are gathering sources. Another example is when a journalist wants to know more information for a story, so they go to a library or research online. This is also **gathering sources**.

Let's talk about some of the important principles that a journalist needs to remember when they are gathering sources, **verification**, and **objectivity**. The first important principle is called **verification**. This is when journalists make sure that the information they get is accurate or true. How can they know if their sources are true and accurate? Being accurate means always having the correct facts, such as names, dates, and places. When a journalist gathers sources by speaking to a witness or researching documents, they should always make sure that they write down the correct information so that it's accurate when they use it in their article.

How can journalists verify a source to know that the information they get is accurate and true? It's not always easy, but they can consider these things. Is the source primary, meaning is it original? If we consider

the car accident we looked at earlier, an eyewitness is a primary source, while someone who just heard about the accident is not. Does the source have expert knowledge? For a car accident, an expert on road safety or an automotive engineer would be a good source of information.

The second principle is **objectivity**. This means reporting the facts without favoring one side or another. However, objectivity can be difficult to define. A journalist must think about the weight of evidence, meaning that they should gather many sources. And if most sources say one thing and very few say the other, they should give more importance to the majority view. A journalist should not give equal time or weight to an opinion based on facts that are clearly not true.

Post-lecture task 1.

- **take notes:** *highlight key points, unfamiliar terms, and main ideas to aid your understanding;*
- **vocabulary comprehension:** *provide an explanation to each principle of journalism;*
- **prepare questions:** *identify areas where you need clarification or further explanation;*
- **write a summary of the lecture to ensure comprehension.**

Post-lecture task 2. Match the words and phrases from the text with their definitions:

- | | |
|-----------------|--|
| 1. Verification | a. The ability to report without showing bias or preference. |
| 2. Objectivity | b. A person who sees an event happen. |
| 3. Eyewitness | c. Checking that something is true or correct. |
| 4. Empowerment | d. Giving people confidence or power to take action. |
| 5. Accurate | e. Being correct in all details or facts. |

Post-lecture task 3. Write *True* or *False* for each statement. If the statement is false, correct it.

1. The principle of transparency is important when journalists are gathering sources.
2. An eyewitness is an example of a primary source.
3. Journalists should treat all opinions equally, even if some are based on false information.

4. Accountability is one of the principles that focus on how journalism affects people.

5. Verification involves ensuring that all facts, like names and dates, are accurate.

Post-lecture task 4. Complete the sentences using the words from the list: *verify, accurate, objectivity, principles, eyewitness, sources.*

1. Journalists need to _____ their information to make sure it is true.

2. An _____ report of a story includes correct names, dates, and facts.

3. A journalist should rely on _____ like eyewitnesses or experts when gathering information.

4. The _____ of journalism help ensure that journalists act ethically and responsibly.

5. _____ is important to make sure a journalist does not favor one side of a story.

Post-lecture task 5. Imagine you are a journalist writing about a recent local event. Write a short news report (100-150 words) using the principles of verification and objectivity.

Follow the steps to complete this task:

- *Select a recent or imagined event, and ensure it is specific enough to allow for clear facts or details;*
- *Identify your source: think of at least one **primary source** (e.g. an eyewitness or a participant) and one **expert source** (e.g. an organizer, or a local witness)*
- *Write a headline*
- *Include accurate and specific details and stay objective*
- *Conclude with impact.*

LECTURE 2

ACTIVITY 2. Read the lecture and do the tasks below:

In this lecture, we're going to talk about four more principles of journalism: **originality, completeness, transparency, and fairness** which are necessary to follow when **telling a story**.

The first important principle to remember when writing a story is **originality**. This means creating something new. So, a journalist must

not borrow the words of others and pretend that they have created them. Imagine a hospital is being built in your town. Obviously, the facts of the story are the same, but the way the journalist writes about the story must be original and not copied from someone else. If a journalist copies a story about the hospital from someone else and then puts their name on it, we call it **plagiarism**. This is something that a journalist should never do and it can cause many problems.

Another important principle to remember is **completeness**. This means that journalists need to tell the whole story not just a part of it. Journalists must present a story in context, which means looking at both sides of a story as well as the events in the past that led to the situation. Going back to our example, if a journalist only writes the word of the hospital officials and not the local residents, they have not written the whole story. If the story is not complete, it can hurt both the reputation of the journalist and the people who were part of the story.

The third principle that we're talking about in this video is **transparency**. This is a word that we normally use to describe something that you can see through, like a glass window. When we use it to talk about journalism, we mean that the people have the opportunity to look at the process that the journalist goes through when they write their article. For example, the journalist makes it clear who they spoke to. And also, who they could not speak to? Also, if the journalist has some connection to the story, they need to be transparent and tell people what that connection is. For example, if the journalist's spouse is an architect who is going to help build the hospital, he or she must state that in the article.

Lastly, when a journalist writes an article, they must think about the principle of **fairness**. This means that a journalist must think about the language they use in their article to make sure they accurately tell the facts without bias favoring one side or another. In the hospital example, they should use language that tells the facts about the advantages and disadvantages of building the hospital. It's important to remember that the journalist's goal should be to inform the public. Tell them what they need to know not manipulate them. Try to shape the way they think about something.

Post-lecture task 1.

- *take notes: highlight key points, unfamiliar terms, and main*

ideas to aid your understanding;

- ***prepare questions:*** *identify areas where you need clarification or further explanation;*
- ***relate*** *the new information to what you already know about the topic;*
- ***write*** *a summary of the lecture to ensure comprehension.*

LECTURE 3

ACTIVITY 3. Read the lecture and do the tasks below:

Welcome to Unit 2 lecture, ***The Principles of Journalism, Making an Impact***. In this lecture, we will continue to examine the principles of journalism.

In the previous lectures, we examined the principles related to gathering sources and telling the story. In this lecture, we're going to consider the principles that are about impacting people, meaning, how people are affected by the articles that a journalist writes. Thus, the last four principles of journalism are restraint, humanity, accountability, and empowerment.

The first one of these principles is restraint. People show restraint when they stop themselves from doing something. Journalists show restraint when they stop themselves from writing things that could be bad for people. For example, sometimes people think the wrong person has committed a crime. And in the rush to break the story, his or her name and picture could be released on the Internet. Now this could have very bad consequences for somebody who has done nothing wrong. Showing restraints avoids hurting innocent people and creates a better story because when facts are verified properly, they have a better chance of being accurate and true. Journalists also show restraint when they allow their sources to be anonymous. This means that nobody knows their name. Journalists need to do this because sometimes bad things could happen to the person if their name was known. They might lose their job or possibly even get hurt.

Another principle that a journalist must think about is humanity. This means caring about other people. Treating them with respect, treating them as humans, not just part of a story. In an earlier lecture, we said that journalists should be objective, not favoring one side or another. However, a journalist can be both objective in their writing and sympathetic to the people in a story. For example, journalists need to

think about the feelings of a crime victim's friends and family even when they're rushing to write a story

A third principle is accountability. This means that a person takes responsibility for their actions. They are responsible for the things they do. For a journalist, there are two types of accountability. The first is personal. A journalist must be responsible for the story that they write, balancing what the public needs to know, and the rights of the people involved. Also, if there are mistakes in the story, a journalist must admit and correct them. The second type of accountability involves making the people in power responsible for their actions. People in power may try to hide their actions from the public. The job of a journalist is to shine a light on these actions and let everybody know what the person in power has done. For example, in a situation where drinking water has been polluted, the people responsible for making sure the water is clean should explain what happened and what they're doing to stop it from happening again.

The fourth principle is empowerment, which means giving power to people who do not have it. There are many people all over the world who are powerless. They have no control over how they live. They might be living in poverty, refugees, victims of war, or natural disasters. A journalist's job is to speak for the people who don't have the power to speak. This is where ordinary people can become citizen journalists by sharing what they see with the world.

So, to summarize, we looked at the principles of restraint, humanity, accountability, and empowerment which are important for journalists to follow so that they can make an impact on people. So now we have covered all ten of the principles of journalism. Be sure to consider these principles as we explore journalism throughout the course.

Post-lecture task 1.

- **take notes:** highlight key points, unfamiliar terms, and main ideas to aid your understanding;
- **prepare questions:** identify areas where you need clarification or further explanation;
- **relate** the new information to what you already know about the topic;
- **write** a summary of the lecture to ensure comprehension.

LECTURE 4

ACTIVITY 4. Read the lecture and do the tasks below: MEDIA FREEDOM IS IMPORTANT

Lecture 4 dwells on the *Free Press*, the tasks of which are the following:

- disseminate information and ideas among citizens, contributing to a people's common storehouse of knowledge;
- improve the workings of representative government by helping citizens communicate with their governments;
- afford citizens a means of calling attention to violations of their rights;
- keep government closer to the people by helping policymakers better understand how their actions are being perceived.

If, as one recent study concludes, the world has seen a “deep and disturbing” decline in media freedom recently, we all have a stake in finding solutions. These solutions include better funding, creative use of new information technologies, and judicial enforcement of journalists' legal rights.

Sustaining a free press. Media can be truly independent only when their financing is secure and backers refrain from editorial interference. So where does one find this kind of backing? Organizations like the *Global Investigative Journalism Network* and the *Fund for Investigative Journalism* offer significant fellowship grants. *Current Knight International Journalism Fellow Rahma Muhammad Mian*, for example, created a citizen-engagement lab in Pakistan to gather data for media projects and built networks to improve collaboration between media and government.

Some journalists have turned to crowdfunding to help finance their reporting. For example, in 2013 journalists in the Netherlands raised \$1.7 million via crowdfunding to found *De Correspondent*, an online platform that offers background, analysis and investigative reporting in Dutch and English. And *Krautreporter*, a German news website, launched in 2013, used crowdfunding to create its online magazine.

In the U.S., the *Texas Tribune*, a nonprofit news site supported by money raised from across the donor spectrum — political, corporate, foundation and government — publishes nonpartisan reporting on Texas state politics. Its success has led to news partnerships with the *New York Times* and, more recently, the *Washington Post*. *Tribune* editor Emily

Ramshaw told NiemanLab, “If our readers can’t get a story somewhere else, that’s a story for *The Texas Tribune*.”

Internet-based electronic media platforms open new resources for professional journalists and provide a platform for citizen journalists to report newsworthy events via social media and blogs. Digital sites are agile and cheap to maintain. Innovative platforms like *Ushahidi* can deliver lifesaving news during crises. The idea of a few tech-savvy journalists who created a website — later an app — *Ushahidi* allows citizens to report and map incidents in real time via email and text messages. *Ushahidi* helped journalists map the Syrian conflict and track the Ebola outbreak in Africa.

Since 2005, *Global Voices* has curated trending news and feature stories submitted by more than 1,200 mostly volunteer writers, analysts, media experts, and translators in 167 countries. *Global Voices* covers stories that may get little attention from mainstream media, for example, “*Malaysian Cartoonist Vows to Continue Fighting Government Abuses Despite Sedition Charges*,” or “*New Internet Rules in China Target Usernames, Avatars as Subversive Tools*.” The *Global Voices* team verifies and translates reports before publishing them in 43 languages. *Global Voices* also advocates for online rights and press freedom, and it trains and provides tools for citizen journalists in underrepresented communities.

The ability to convey information through compelling videos is a real advantage of the new electronic media. Organizations such as *WITNESS* help disseminate the necessary skills, with internationally experienced filmmakers and tech-savvy human rights journalists educating citizens about safe, ethical video reporting. Journalists can find online tips in the Society of Professional Journalists “*Journalist’s Toolbox*.” The *Knight Foundation* funds various partners to enhance digital journalism skills.

Funding and Internet savvy go only so far. No press is truly free if professional and citizen journalists must fear for their physical safety. The *Committee to Protect Journalists* (CPJ) counts more than 72 journalists killed because of their work in 2015. Countries on nearly every continent are represented on CPJ’s annual Impunity Index, “*Getting Away with Murder*.”

One key protector of a free press is a free and strong judiciary. Agnes Callamard, director of *Columbia University’s Global Freedom of*

Expression initiative, observes that courts have upheld free speech rights even in nations whose governments do not generally protect free speech or journalists. Her organization has honored courts and legal groups in Norway, Turkey, Zimbabwe, and Burkina Faso for protecting a free press through the courts.

Freedom of the press is a group effort, and when individuals, organizations, and governments come together to preserve it, everyone benefits.

(Adapted from <https://share.america.gov/media-freedom-creates-better-future/>)

Post-lecture task 1.

- ***take notes:** highlight key points, unfamiliar terms, and main ideas to aid your understanding;*
- ***prepare questions:** identify areas where you need clarification or further explanation;*
- ***relate** the new information to what you already know about the topic;*
- ***write** a summary of the lecture to ensure comprehension.*

ACTIVITY 5. Read the text and do the quiz below:

HOW FREEDOM OF INFORMATION WORKS

Citizens in a democracy should have a right to know what their government is doing on their behalf. For the last 50 years, the U.S. **Freedom of Information Act** (FOIA) has allowed Americans and others to request records from the federal government and compelled federal agencies to supply them.

Whether you're a journalist, activist, researcher, or regular person who wants to know more about the government or its actions, you can submit a request under FOIA. You don't even have to be a U.S. citizen to make a FOIA request.

Every U.S. government agency has its own FOIA office, but the **Office of Information Policy in the Department of Justice** oversees all agencies' compliance with FOIA and trains personnel throughout the government on how to answer FOIA requests. "Last year alone we had nearly 800,000 requests across the federal government," said Melanie Ann Pustay, who directs the Office of Information Policy. "It's a very popular statute in America."

Journalists often use FOIA requests in their reporting, but a recent study shows reporters' requests only make up 7.5% of FOIA requests. Businesses, law firms, and private citizens make up the majority of requesters.

Can you get every single government record you request? Not always. There is information that is not available through FOIA because its release would threaten national security or violate citizens' right to privacy. But these are a small minority, and U.S. courts have vigorously supported the right of the public to access the vast majority of records.

Some documents stay classified for a very long time. In the last few years, the CIA has declassified its last documents related to World War I, including a formula for disappearing ink.

FOIA's greatest challenge has been the explosion of data in the digital age. The records of government that used to be stored in filing cabinets are now stored in servers spread across the globe in the form of emails, social-media postings, and cloud-based collaboration tools.

Email alone is responsible for a large part of the increase in records, Pustay said. "It has increased over time as email use has become so embedded in how all of us do our business," she said. Since emails are sent to multiple recipients and often contain long chains of correspondence, they exponentially increase the number and length of total records on a subject.

One way the government has addressed this challenge is by releasing many records even if they have not been requested. Every agency has its own FOIA website to which it posts records it anticipates will be of interest. And agencies are required by law, Pustay says, to post any record that has been requested three times. "It is a significant expenditure of government resources and the government personnel," Pustay said. "But I think that the United States has demonstrated a strong commitment to the ideals of transparency through FOIA."

(Adapted from: Trainer, Mark. (2017, Oct. 20). How freedom of information works.)

QUIZ

Question 1. You don't have to be a US citizen to make a Freedom of Information Act request.

- True
- False

Question 2. Journalists make up the majority of FOIA requests.

- True
- False

Question 3. What is the reason that a FOIA request may be denied?

Check all that may apply.

- If it violates a citizen's right to privacy
- If it is from World War I
- If it's been declassified
- If it's a matter of national security
- If it contains an email chain

Question 4. What are the effects of the digital age on the FOIA?

- There are more records now because of email chains.
- Social media postings are not an accepted form of government communication.
- It has become a lot cheaper for the government to deal with FOIA requests.
- The government wants to keep information private and not release it to the public

LANGUAGE FOCUS: phrases for agreeing and disagreeing.

When discussing opinions, some words and phrases can sound more appropriate and polite. In most academic, professional, and even social situations, the goal is to have a discussion, not an argument. It's important to choose your words carefully so that everyone feels welcome to share their opinion and participate in the conversation. Let's start with expressing your opinion. Here are several phrases that signal to the listener that the speaker is about to give an opinion:

In my opinion, ... / My point of view on this is ... / In my experience ... / Personally, I think ..., or I strongly believe ..., or I really feel that ...

Here's an example of a strong opinion:

I strongly believe that governments should not control the media.

In my experience, when governments control the media, people cannot make informed choices.

In my opinion, the press should be free to print without fear of being punished.

Now, let's talk about phrases we can use to agree with someone else's opinion. First, what can you say if you completely agree with someone?

Absolutely, I agree with you 100%.

I see what you mean / You're right / That's a good point.

I couldn't agree with you more, exactly.

That's just what I was thinking.

These phrases are used to agree with someone's opinion and are usually followed by a paraphrase, the same opinion using different words. For example,

I agree with you 100%. Newspapers cannot help people make decisions if they only print the government's views.

I couldn't agree with you more. When governments control the news, people start to distrust the government.

But what if you disagree with an opinion? Let's use these phrases.

I'm sorry to disagree with you, but. I'm afraid I must disagree.

Yes, but don't you think that ...

These phrases signal disagreement, but notice they're still appropriate and polite. In an academic setting like college or university, you generally don't hear people say things like, *you're wrong* or *that's just not true*. In most public areas, schools or the press or the government, people will disagree, but they will disagree in respectful ways. Disagreeing doesn't always result in an argument. For example,

I'm afraid I must disagree. The government's job is to keep its people safe.

Don't you think that if the press is allowed to write extreme views people could get upset and become violent?

I'm sorry to disagree with you but the press shouldn't write articles that could create problems for the government.

Finally, some situations are more formal than others. For example, if I were speaking with a member of government or the president of the university, I would use formal language to more softly disagree with someone else. Here are some phrases you can use in more formal situations to softly and politely disagree.

I see your opinion, but ...

I'm not so sure about that.

I understand what you are saying, but ...

Here you acknowledge what they're saying, but also separate your thoughts from their argument. For example,

I understand what you are saying, but the government must work with the press.

The press needs to report on events with the government.

To summarize, these phrases will help you express your opinions as well as agree or disagree with others in academic and professional discussions and communicate clearly, appropriately, and politely.

SELF-ASSESSMENT TASK II

I. Choose the correct option.

1. Which of the following principles requires a journalist to clearly explain their process and any connections they have to the story?
 - a) originality
 - b) completeness
 - c) transparency
 - d) fairness
2. What does the principle of **originality** in journalism emphasize?
 - a) Writing about new and exciting events
 - b) Using other journalists' words with credit
 - c) Creating unique content without copying
 - d) Avoiding complex topics in stories
3. What does **accuracy** mean in the context of journalism?
 - a) Writing stories that are easy to read
 - b) Ensuring all facts in the story are correct and reliable
 - c) Presenting all facts equally
 - d) Avoiding bias in reporting
4. Which principle is a journalist violating if they use biased language that favors one side of a story?
 - a) Originality
 - b) Completeness
 - c) Transparency
 - d) Fairness
5. How can a journalist ensure **fairness** when covering a controversial story?
 - a) Only interview one side of the argument
 - b) Avoid reporting on the controversial aspects
 - c) Use neutral language and present all sides equally

d) Focus on the side they personally agree with

II. Choose the best word form (or pair of forms) to complete each sentence.

1. Journalists need to _____ the accuracy of their sources.
 - verification
 - verify
2. They need to make sure that their work is _____.
 - originality
 - original
3. Journalists should always try to write the truth and to tell the _____ story.
 - completeness
 - complete
4. Sometimes, in order to be _____, journalists must show _____ with the subjects of their stories.
 - humane / restraint
 - humane / restrained
 - humanity / restraint
 - humanity / restrained
5. A journalist has a responsibility to _____ the voiceless and to hold those in power _____ for their actions.
 - empower / responsible
 - empowerment / responsible
 - empower / responsibility
 - empowerment / responsibility
6. It is important for a journalist to be _____ in their work so that others can see what they have done.
 - transparency
 - transparent

UNIT 3. MEDIA LAW. INTERNATIONAL AND NATIONAL STANDARDS. REGULATION AND THE INTERNET

LECTURE 1

ACTIVITY 1. Read the lecture and do the tasks below:

Welcome to Unit 3 Lecture 1 devoted to *Media Law*. National legal systems vary. Civil law nations like Germany and France often adopt

detailed and precise statutory schemes that govern journalists' rights, duties, and obligations. In common law nations like the United Kingdom and the United States, a mix of statutes, regulations, and case law establishes broad legal principles that encompass press freedom, even if these laws do not always directly address journalists. Regardless of the particular legal approach, good journalism flourishes where society respects and enforces the rule of law. The work of legal, theoretical, and philosophical thinkers, including Confucius, Milton, Rousseau, Meiklejohn, and Mill, among others, supplies the intellectual underpinning for contemporary media law and media ethics.

International Standards. International standards supply guarantees of free expression. However, these standards also typically acknowledge certain legitimate grounds for the state's restriction of free expression. The **Universal Declaration of Human Rights**, proclaimed by the United Nations General Assembly in 1948, pronounces in **Article 19** that:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 29 then qualifies this right as:

...determined by law solely for the purpose of securing due recognition and respect for the rights and freedom of others and of meeting the just requirements of morality, public order, and the general welfare in a democratic society.

Similarly, **Article 10** of the **European Convention on Human Rights** states:

Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television, or cinema enterprises.

However, that absolute language is qualified further in this convention:

The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions, or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

Many international documents, conventions, and treaties embrace a similar approach, among them the **International Covenant on Civil and Political Rights**, the **African Charter on Human and Peoples' Rights**, the **American Convention on Human Rights**, and many others. The details differ, but all recognize freedom of expression as a fundamental right, but one that can be limited by duly enacted laws tailored to protect equally compelling societal interests.

National Standards. National constitutions also frequently guarantee press freedom. For example, **Article 25** of the **Belgian Constitution**, which dates from 1831, provides that:

The press is free; censorship can never be established; security from authors, publishers, or printers cannot be demanded. When the author is known and resident in Belgium, neither the publisher, nor printer, nor distributor can be prosecuted.

The First Amendment to the **United States Constitution**, ratified in 1791, is similarly absolute:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Other national constitutions acknowledge the right of free expression but do not regard it as absolute. For example, **Article 8** of the **Senegal Constitution** guarantees freedom of expression and opinion “*subject to the limitation imposed by laws and regulations.*” Similarly, **Article 36(1)** of the Constitution of the Kyrgyz Republic explicitly

declares that the “*mass media are free*” but then qualifies that statement in Article 17(2):

Restrictions to the exercise of rights and freedoms is allowed by the Constitution and laws of the Kyrgyz Republic only for the purposes of ensuring the rights and freedoms of other persons, public safety and order, territorial integrity, and protection of constitutional order. But in doing so, the essence of constitutional rights and freedoms shall not be affected.

It is probably fair to say that no country in the world regards the cherished universal or fundamental right of free expression as absolute. It is subject to limitation and modification when competing rights are deemed to outweigh it. As a result, some press freedom laws can weaken rather than strengthen the protections afforded a free press.

Post-lecture task 1.

- **take notes:** highlight key points, unfamiliar terms, and main ideas to aid your understanding;
- **gather information:** prepare information about Ukrainian statutory schemes that govern journalists’ rights, duties, and obligations;
- **write** a summary of the lecture to ensure comprehension.

2. Post-lecture task 2. Answer the following questions:

1. What is the difference between civil law and common law nations in terms of media law?
2. How do international standards balance freedom of expression with the need for restrictions?
3. What does the Belgian Constitution state about press freedom?
4. How does the Senegal Constitution limit freedom of expression?
5. What is the main qualification for press freedom in the United States?



ACTIVITY 2 (group discussion). Work in groups and discuss the following:

1. Do you think there should be any restrictions on press freedom? Why or why not?
2. How do you think press freedom laws impact the media in your country?
3. Are there any specific cases where you believe restrictions on press freedom might be necessary?

Activity 3. Read the extract and discuss the laws discouraging journalistic integrity (see questions below):

Laws That Discourage Journalists

Censorship — government-imposed restraint on freedom of speech and expression — poses the greatest single threat to a free press. Censorship can take many forms:

- compulsory licensing schemes;
- mandatory pre-publication review;
- imposition of gag orders during the pendency of a legal proceeding;
- extraordinary taxes or fees;
- withdrawal of legal protection that would ordinarily be granted to other businesses or citizens.

The threat of post-publication sanctions, such as criminal fines or incarceration, can be as intimidating and crippling to the ability of a news organization to operate as any prior restraint. More subtle, but equally problematic, are mandates that impose certain duties or responsibilities on the press. Some autocratic countries and democracies require that the press publish “checked facts” or “the truth.” For example, Article 20(d) of the Constitution of Spain states, “The rights are recognized and protected...of freely sending or receiving true information by any medium”.

The government’s desire for accurate reporting is understandable. In former dictatorships, where propaganda and the promulgation of falsehoods were commonplace, the public is eager to learn a variety of facts from many different sources. And it is a basic tenet of ethical journalism that no reporter wants knowingly to disseminate an untruth. But requiring accuracy only raises more questions: What is truth? Who decides? The government? Certainly, all journalists should aim to be accurate. But often the perception of truth will change over time. As a

breaking news story unfolds, what initially appeared to be a fact may turn out to be false.

Discuss the following questions:

1. How do different forms of censorship (e.g., compulsory licensing, gag orders, or extraordinary taxes) discourage journalistic integrity?

2. Do you think the government should have the right to impose laws requiring “the truth” to be published, as seen in Spain’s Constitution? Why or why not?

3. How can journalists balance the need for accuracy with the changing nature of truth in fast-developing news stories?

LECTURE 2

ACTIVITY 4. Read the lecture and do the tasks below:

REGULATION AND THE INTERNET

With each new medium of communication, government efforts to control information appear. Some countries, including China, Iran, Saudi Arabia, and Tunisia, have blocked access to Web sites based on their political or cultural content, monitored individuals’ activities on the Internet, and imposed stringent restrictions on Internet service providers. Even mature democracies, including Australia, France, India, and the United States, have blocked access to or punished the publication of online material that they deem to be objectionable.

The Internet provides individuals with an unprecedented ability to communicate without relying on newspapers, television, or any other traditional media. But many countries retain legislation from the era when, in the words of *New Yorker* magazine contributor A.J. Liebling, “*Freedom of the press belongs to the man who owns one.*” Some countries grant an individual an enforceable right of reply to an article concerning her that she deems false, inaccurate, defamatory, or misleading. The logic of these laws is that because radio and television stations and newspapers are in the hands of a few, the free exchange of ideas requires that they provide those who disagree an opportunity to be heard.

Predicated on the idea that a news organization has an obligation to be *fair*, a statutory right of reply usurps a news organization’s editorial authority by requiring an editor to publish material they otherwise would

not. When editors tone down their coverage to avoid being compelled to publish replies, the result is more self-censorship and less publication of controversial material. As a U.S. Supreme Court justice wrote, in a case striking down a Florida state right-of-reply statute, “*A newspaper or magazine is not a public utility subject to ‘reasonable’ governmental regulation in matters affecting the exercise of journalistic judgment as to what should be printed.*”

Ironically, the Internet, which empowers anyone with access to be a publisher, has nevertheless encouraged right-of-reply measures directed at bloggers and other digital journalists. In 2006, the European Parliament adopted a Council of Europe recommendation that a right of reply be imposed on the online media. The council argued that the physical limitations of space and time that exist in conventional forms of media like newspapers or television do not apply in cyberspace, drastically lowering the cost of affording a reply privilege. In 2009, the Philippine legislature was considering bills requiring anyone who speaks on the Internet, including bloggers and posters on social networking sites, to grant a right to reply to anyone who considers oneself wronged. Compelled publication arguably is another form of censorship.

Post-lecture task 1.

- **take notes:** highlight key points, unfamiliar terms, and main ideas to aid your understanding;
- **prepare questions:** identify areas where you need clarification or further explanation;
- **relate** the new information to what you already know about the topic;
- **write** a summary of the lecture to ensure comprehension.

Post-lecture task 2. Make sure that you know the text vocabulary. Match the words with their definitions.

1. censorship	a. To take over or seize control, especially in a forceful way
2. stringent	b. Strongly restricting or demanding; harsh
3. defamatory	c. Forced or required to do something
4. usurp	d. Based on or established upon a

	certain principle or idea
5. self-censorship	e. Harmful to someone's reputation or character
6. compelled	f. Ideas or content that are offensive or unacceptable
7. predicated	g. A form of control where information or content is restricted by authorities
8. objectionable	h. To suppress or control one's own expression or publication

Post-lecture task 3: Use the vocabulary from the previous exercise to complete the following sentences:

1. Governments often resort to _____ when they wish to control public access to sensitive information.
2. The law in some countries allows individuals the _____ right of reply to correct inaccurate or harmful statements.
3. Media outlets may practice _____ to avoid legal consequences or public backlash.
4. The editorial team decided to _____ the controversial article to avoid conflict with government regulations.
5. The criticism of the article was so _____ that it could harm the writer's career.
6. Online platforms like blogs are increasingly being held to _____ standards regarding what content should be allowed.
7. Some regulations are _____ on the idea that all voices should be heard, even if they disagree with the media's stance.
8. Some countries impose _____ measures on the Internet, monitoring and controlling what can be accessed.

LECTURE 3

ACTIVITY 5. Read the lecture and do the tasks below:

A FRAMEWORK FOR A FREE PRESS

A useful starting point as we set out to create a framework for a free press is to consider what rights are essential in order for journalists to do their jobs. These might include no prior restraint; protection from compelled disclosure of information; the right of access to government

information and court proceedings; the right to criticize government officials and public figures; the right to gather and publish newsworthy information about individuals; limits on government licensing of journalists and news organizations; and only narrow and carefully tailored restrictions on indecent or obscene speech. We will examine here a number of types of restraints that are recognized as lawful in many countries. Below are the circumstances under which a prior restraint might be considered proper:

- ❖ A compelling interest should be identified.
- ❖ The order should be narrowly tailored and no broader in scope than necessary to address the compelling interest adequately.
- ❖ The order should be precise in its terms and as limited in duration as possible.
- ❖ It should be demonstrated that the order will actually advance the compelling interest asserted or avert the identified harm.
- ❖ Notice of the order and an opportunity to be heard to contest it should be provided prior to imposition.

What types of interests might be sufficiently compelling to justify a prior restraint? Such interests could include, among others:

- ❖ confidential or proprietary business information;
- ❖ highly intimate personal information;
- ❖ copyrighted material;
- ❖ information pertaining to an ongoing criminal investigation or prosecution;
- ❖ obscene or immoral material.

But probably the most frequently invoked justification is national security. This poses a genuine dilemma for journalists. On the one hand, no journalist wants to undermine national security by disseminating information that poses a genuine threat. On the other hand, government officials can be tempted to invoke national security to justify expansive censorship.

The Supreme Court of the United States considered this issue in *New York Times Co. v. United States* (1971), often referred to as the Pentagon Papers case. After the *New York Times* began publishing excerpts of classified documents about American involvement in Vietnam, the administration of President Richard M. Nixon sought a judicial restraining order to stop further publication. The Supreme Court ruled against the government. “Any system of prior restraints comes to

this Court bearing a heavy presumption against its constitutional validity,” the Court noted and concluded that in this case, the government had failed to meet the “heavy burden of showing justification for the imposition of such a restraint.”

Practically speaking, the case of the *Pentagon Papers* has created a virtually insurmountable barrier to government-imposed censorship on national security grounds in the United States. Never since has the Supreme Court upheld a prior restraint on the media’s ability to publish national security information, not even in the post-9/11 environment.

Post-lecture task 1.

- **take notes:** highlight key points, unfamiliar terms, and main ideas to aid your understanding;
- **prepare questions:** identify areas where you need clarification or further explanation;
- **relate** the new information to what you already know about the topic;
- **write** a summary of the lecture to ensure comprehension.



Activity 6 (group discussion). Follow the link and read about declassifying the secret information by the government. Work in groups and discuss the pros and cons of this step.

<https://www.cbsnews.com/news/trump-release-jfk-assassination-files-2025/>

SELF-ASSESSMENT TASK III

Find the best response to each question:

1. What does *censorship* mean?

- a) Promoting accurate information through government policies.
- b) Suppression of speech or writing deemed unacceptable.
- c) Investigating journalistic practices.
- d) Monitoring public opinion for trends.

2. Which situation best illustrates *propaganda*?

- a) A government uses media to spread biased information.
- b) A journalist writes an article criticizing policies.
- c) A court imposes a fine for false reporting.
- d) An editor removes defamatory content from a report.

3. The term *public interest* means:

- a) Protecting personal information.
- b) Following government mandates.
- c) Information beneficial to society as a whole.
- d) Ensuring the accuracy of published material.

4. Which of the following best describes a *personal information breach*?

- a) Accurate data published without consent.
- b) Information used unlawfully or lost accidentally.
- c) A journalist publishing verified information.
- d) Data collected without journalistic purpose.

5. What does *freedom of expression* include?

- a) Writing only government-approved facts.
- b) The right to speak and share ideas without undue restrictions.
- c) Exemption from data protection laws.
- d) Avoiding controversial topics in the media.

Find the best completion to the sentence:

6. Journalistic integrity requires reporters to _____.

- a) prioritize speed over accuracy
- b) verify facts and uphold ethical standards
- c) avoid controversial topics
- d) align reporting with government regulations

7. The government's role in regulating online content is often justified by the need to _____.

- a) enhance journalistic freedom
- b) limit the power of private media companies
- c) promote transparency in media
- d) prevent misinformation and offensive material

8. A key challenge with censorship is that it can _____.

- a) improve the quality of journalism
- b) reduce the diversity of perspectives available to the public
- c) increase transparency in reporting
- d) encourage more open debates

UNIT 4. DATA PROTECTION AND JOURNALISM CODE OF PRACTICE. THE IMPACT OF SOCIAL MEDIA ON THE PRACTICE OF JOURNALISM. FACTCHECK JOURNALISM

LECTURE 1

ACTIVITY 1. Read the lecture and do the tasks below:

Welcome to Unit 4 focusing on *Date Protection and Journalist's Code of Practice*. With so much more information at our fingertips, rapid technology changes, and concern about access to accurate information, trusted journalism has never been more important. Free media is at the heart of any healthy democracy – keeping us informed, encouraging debate and opinion, and entertaining us. It is a crucial part of the fundamental right to freedom of expression and information. Free media is also often called the public's watchdog because of its role in uncovering wrongdoing and holding the powerful to account. This lecture will help you understand what data protection law says, focusing on its key principles.

The crucial public interest role served by the media and its power is the reason journalism is covered by data protection law. The law includes important provisions that enable journalism, whilst also protecting people by ensuring that personal information is used lawfully.

About the code:

You **must** generally comply with the requirements of data protection law when you use personal information for journalism. In many cases, this is straightforward.

You can, however, apply the **journalism exemption** when you meet certain criteria. When you apply it, you no longer have to comply with specific requirements of data protection law.

You can apply the exemption to most requirements as specified in the highlighted boxes at the start of each section of the code.

To apply the exemption, you **must**:

- use personal information for a journalistic purpose;
- act with a view to the publication of journalistic material;
- reasonably believe that:
 - publication would be in the public interest; and
 - complying with a specific requirement would be incompatible with your journalistic purpose.

What is personal information?

Personal information is any information about a living and identifiable person, that is, or will be, stored on a digital device or kept in an organised way.

What does the legislation say about protecting personal information?

1. You **must** be able to demonstrate how you comply with the data protection principles. This is a key principle of data protection law which you cannot apply the journalism exemption to.

2.2 To be able to demonstrate how you comply, you **must** implement appropriate and proportionate data protection measures and update them when you need to.

2.3 To decide what measures are appropriate and proportionate, you **must** consider:

- what personal information you are using;
- what you plan to do with it and why;
- the wider context, including the special public interest in protecting freedom of expression and information; and
- the risk of harm.

2.4 You **must** integrate data protection into any system, service, product, policy, or process you design that involves personal information.

2.5 Where proportionate, you **must** put in place data protection policies to make sure that all the personal information you use is in line with data protection law and complies with its key principles.

2.6 You **should** consider risks that can be significant, such as discrimination, financial loss, damage to reputation, or loss of confidentiality.

2.7 You **must** keep personal information secure. To do this, you **must** have appropriate, proportionate security measures, and update them when needed.

What is a security measure?

Security measures include cyber-security, organisational measures, and physical security.

2.8 You **must** keep a record of personal information breaches and tell us as soon as possible if the breach is likely to cause harm to someone.

What is a personal information breach?

A personal information breach occurs if personal information is used in an unauthorised or unlawful way, is accidentally lost, destroyed, or damaged.

(Adapted from: <https://ico.org.uk/media/for-organisations/documents/4025760/data-protection-and-journalism-code-202307.pdf>)

Post-lecture task 1.

- *take notes: unfamiliar terms, and main ideas to aid your understanding;*
- *get ready to explain: identify the key concepts and get ready to explain them;*
- *write a summary of the lecture to ensure comprehension.*

Post-lecture task 2. Answer the following questions.

1. Why is free media considered essential to democracy?
2. What criteria must be met to apply the journalism exemption to data protection law?
3. What must journalists do to comply with data protection principles?
4. What constitutes a personal information breach?

LECTURE 2

ACTIVITY 2. Read the lecture and do the tasks below:

THE IMPACT OF SOCIAL MEDIA ON JOURNALISM

Social media has dramatically changed the world of journalism. An industry that used to involve paper and ink has been translated onto digital screens. Today, people get their news from Facebook and X (which we must now forever re-identify as “previously Twitter”), and more recently, TikTok. Students interested in the field of journalism must understand how to leverage social media to access the widest and most precise audience.

Speed. Instant dissemination allows journalists to post stories in real-time, often bypassing traditional gatekeepers. Events can be broadcast as they happen. This immediacy is valuable, particularly in crisis situations, allowing for rapid communication of vital information to a global audience. However, speed can lead to errors and misjudgments. I see typos regularly, including duplicated words, and occasionally sentences that do not make sense. The lure of speed also

pushes writers to publish their work without including a second set of eyes, a very dangerous practice. Even freelance writers who often work alone need to have an editor to catch errors and provide feedback.

Research. Social media certainly offers tons of background information and potential leads for journalists. Since so many people are connected online, social media platforms enable the rapid collection of eyewitness accounts, photos, and videos. Social media also provide a direct channel for journalists to interact with their audience and receive direct feedback. In addition, as time goes by, it is clear that the internet will increasingly serve as a historical archive, so that events in the past can be investigated in significant detail.

Engagement. Once upon a time, if a young writer wanted to reach an audience, they would have to land a job at the local newspaper, which controlled distribution. These days, a writer can set up a blog and begin writing, and although gatekeepers still exist, it is much easier to break through to an audience in 2024 than in 1964. Engagement is key, as social media allow for the immediate exchange of ideas, opinions, and information, which can enhance public discourse and shape public opinion. Social media can also play a role in holding institutions and individuals accountable. Investigative journalists often use these platforms to publish their findings, gaining public attention and support that can lead to meaningful change. The viral nature of social media can turn a well-researched story into a global movement, leading to increased transparency and scrutiny of people in power.

Challenges. While social media have brought numerous benefits to journalism, they also present significant challenges. One of the most prominent issues is the spread of misinformation and fake news. The rapid sharing of unverified information can lead to the dissemination of false narratives, damaging public trust in journalism. Deep fakes are also on the rise. Therefore, journalists must navigate a landscape where disinformation and sensationalism often gain more attention than accurate reporting.

Algorithms. Social media platforms employ complex algorithms that curate user content based on their interests and past interactions. While this can enhance user experience, it also creates echo chambers, where individuals are exposed primarily to information that aligns with their existing beliefs. This phenomenon can reinforce confirmation bias and hinder the diversity of perspectives encountered by users, which, in

turn, affects the way news is consumed and understood.

The Future. There is no going back. Emerging journalists are going to need to learn how to leverage social media platforms in order to disseminate information to the widest possible audience. To ensure the continued value of journalism in the social media era, it is crucial that journalists uphold rigorous standards of accuracy and integrity, meaning they should be extremely careful not to publish articles prematurely before all facts are in. In addition, media literacy education can help the public discern credible sources from unreliable ones. Furthermore, social media platforms must play an active role in combating the spread of misinformation and supporting quality journalism.

How AI is Enhancing News Writing. One of the increasingly common ways we see AI being used in journalism and news is with automated news writing. We know that AI systems, especially large language models, are really good at generating content in text, image, video, and audio form. While the use of AI in news creation goes back almost a decade, the more recent generative AI wave has resulted in much greater use of AI tools to generate news articles on a variety of different topics, such as sports, financial reports, local politics, weather, or even late-breaking news.

AI systems are really good at taking large amounts of data, aggregating it, and then synthesizing well-crafted outputs in a variety of tones. There has been increasing use of these outputs to enhance coverage of news topics that otherwise would not have much coverage due to a lack of reporting staff and resources. For example, AI systems are covering local politics such as municipal governance decisions, regional policy changes, and community-level activism, as well as narrative-form reporting on financial market trends, economic forecasts, and climate-related weather patterns.

(Adapted from: Downing M. Intro to Journalism Handbook. An open Educational Resource for Journalism students. Fifth edition, PA-ADOPT, 2024)

Post-lecture task 1.

- **take notes:** highlight key points, unfamiliar terms, and main ideas to aid your understanding;
- **prepare questions:** identify areas where you need clarification or further explanation;

- *relate the new information to what you already know about the topic;*
- *write a summary of the lecture to ensure comprehension.*

Post-lecture task 2. Read the text carefully again, focusing on the benefits and challenges of social media in journalism. Complete the table below, identifying benefits and challenges of social media in journalism. Provide specific examples or evidence from the text.

Benefits of Social Media in Journalism	Evidence/Examples from the Text
---	--

Example 1:

Example 2:

Challenges of Social Media in Journalism	Evidence/Examples from the Text
---	--

Example 1:

Example 2:

Follow-Up Questions:

1. How do the challenges mentioned in the text impact public trust in journalism?
2. Propose one solution for addressing each challenge listed above.



ACTIVITY 3 (group discussion). Debate the role of AI in news writing.

Based on the section “How AI is Enhancing News Writing,” divide into two groups:

Group A: Argue in favor of AI’s role in journalism, focusing on its benefits and potential for improving news coverage.

Group B: Argue against the use of AI in journalism, emphasizing its limitations and potential negative consequences.

LECTURE 3

ACTIVITY 4. Read the lecture and do the tasks below:

FACTCHECK JOURNALISM: A KEY JOURNALISTIC VALUE EMERGES AS A GENRE

Factcheck journalism is emerging as a genre and factchecking is becoming a key journalistic value alongside more traditional, historic journalistic values such as impartiality and objectivity. In this lecture, we will explain the basics of factchecking and its role in combatting misinformation.

Factchecking is a journalistic verification process that is done before a story hits the pages or the air. It often relies on technical skills as well to check images and video content that are often part of mis- and disinformation. However, factcheck journalism is emerging as a genre in its own right and factchecking is also becoming a key journalistic value alongside more traditional, historic journalistic values such as impartiality and objectivity.

Factchecking has, of course, always been a part of journalism but not necessarily given the same central position rhetorically as it is today. Part of this development is the shift within the journalistic field. As more and more content creators from related fields (e.g., influencers, bloggers, and opinion makers on social media) are entering the field, journalists are trying to claim professionalism and distinguish themselves from these by claiming values unique to the journalistic profession – factchecking being one of them. This is a trend that has been growing for the past five to seven years – and it can be observed in almost all countries. The value of factchecking becomes a distinguishing mark of professionalism among journalists – with the factcheck journalism genre ensuring a proper place among other well-renowned journalistic genres and factchecking emerging as a profession related to journalism.

What is factchecking?

Factchecking is the process of checking information that has been distributed either through traditional media or social media. Before the emergence of social media, the news cycle was shorter, and traditional media was manned by gatekeepers doing their utmost to ensure that information was vetted before reaching the editorial pages or airwaves. That does not mean that there were no blunders, propaganda or even disinformation in the past, but there were fewer channels and there were no social media algorithms to rely on for their easy and fast spreading.

With everyone becoming a publisher on social media – not least politicians, governments and other powerholders – and de facto

bypassing the media's standard vetting procedures and gatekeepers, a need for factchecking has emerged. This means professional factcheckers who are solely focusing on checking information that is being distributed to audiences and potentially having a significant effect on the shaping of public opinions.

Who gets factchecked?

It could be everyone who shares content but it is mostly those whose voices weigh heavily in the political and public debate, meaning opinion makers, politicians, authorities, governments, etc. But it may also be statements, stories, images and video content that are being shared across social media without a known source or content creator. For instance, images from conflicts that need to be checked to ensure that they are, in fact, from the conflict area they claim to be and not repurposed material used in a propaganda or disinformation effort.

Who are the factcheckers?

Factchecking is an emerging profession that spans broadly: It consists of journalists and researchers who apply their inherent factchecking skills but also activists or civil society actors who see it as a necessity in their local communities and build up the needed competencies within factchecking to fill a void and ensure that the public has access to a mechanism checking information. As the field is professionalising, new organisations are also emerging to support factcheckers and provide them with training and possibilities of collaborating across borders. The most noted organisation is the International Fact-Checking Network (IFCN).

What are the warning signs that something going around social media should be factchecked?

It depends on the content. But it is often content without proper attribution; content where it is difficult to see who created it – or where there is something not right with the original source. But it can also be content that is professionally produced with the purpose of precisely fooling even those with sharp eyes. As such, it is always recommended to check the story and the facts presented therein before sharing it further – starting with the source of origin. This can be everything from a standard Google search, checking with trusted media sources, or scrutinising the people and statements included in the piece.

What can we reasonably hope to accomplish by holding public figures accountable for false statements?

Precisely that. Holding them accountable. Ensuring that they do not try to distort reality and bend facts. For a society to function properly, people need to be informed and have access to reliable information. Otherwise, they are potentially misguided in their political choices.

Is factchecking inherently politically neutral?

Ideally factchecking is objective. It is about checking the facts – going behind statements, figures, images, and giving the correct version. However, information can be biased based on the way it is presented. Let's say there is a tendency in a society to only factcheck one political party because they are known to say a lot of nonsense. Is this biased? How about the other parties? Are they getting off the hook too easily? All types of content production and distribution are about choices – and choices are made by humans that are not without their own inherent biases, however objective they strive to be.

What lessons have we learned about misinformation as it relates to Covid-19 and Russia's war in Ukraine?

One of the biggest (that we also knew before these events) is that we can never fully catch up. Factchecking is important but we are reactive. We also need to be proactive by counter-factchecking even before misinformation is distributed – or at least try to ensure that it is less likely to go viral. Ensuring that mis- and disinformation do not benefit from the algorithms on social media but that public interest information does.

(Adapted from: <https://www.mediasupport.org/blogpost/factcheck-journalism-a-key-journalistic-value-emerges-as-a-genre/>)

Post-lecture task 1.

- **take notes:** highlight key points, unfamiliar terms, and main ideas to aid your understanding;
- **prepare questions:** identify areas where you need clarification or further explanation;
- **relate** the new information to what you already know about the topic;
- **write** a summary of the lecture to ensure comprehension.

Language Focus on Grammar: Modal Verbs

Modal verbs are auxiliary verbs used to express necessity, possibility, permission, or ability. Common modal verbs include **can**, **could**, **may**, **might**, **shall**, **should**, **will**, **would**, **must**, and **ought to**. These verbs help convey attitudes toward the action in a sentence.

Ability:

Can: “She can speak three languages.” (She has the ability to speak three languages.)

Could (past ability): “He could swim when he was a child.”

Permission:

May: “You may leave early today.” (It is allowed.)

Can: “Can I borrow your pen?” (Asking for permission.)

Possibility:

Might: “It might rain later.” (There is a possibility of rain.)

Could: “He could be at the party.” (It’s a possible situation.)

Necessity/Obligation:

Must: “You must finish your homework.” (It’s necessary or required.)

Should: “You should apologize.” (It’s advisable, but not mandatory.)

Advice:

Should: “You should take a break.” (Offering a suggestion.)

Modal verbs do not change form based on the subject (I can, you can, they can), and they are followed by the base form of the main verb (without “to”). They are key in expressing different shades of meaning in sentences.

SELF-ASSESSMENT TASK IV

I. Choose the correct option

1. What is one major advantage of using social media in journalism?

- a) It eliminates the need for editors.
- b) It allows for real-time reporting of events.
- c) It ensures all news is accurate.
- d) It replaces traditional media entirely.

2. What is a significant challenge of prioritizing speed in journalism?

- a) Increased competition among journalists.
- b) Loss of audience engagement.

- c) Higher risk of errors and unverified information.
 - d) Difficulty in finding news topics.
3. **Why is media literacy education important in the era of social media?**
- a) To teach people how to create viral content.
 - b) To help individuals identify credible sources of information.
 - c) To encourage people to rely solely on traditional media.
 - d) To ensure social media platforms promote sensational news.
4. **What must journalists demonstrate when using personal information?**
- a) That they have notified the public.
 - b) How they comply with data protection principles.
 - c) That the information is stored indefinitely.
 - d) How the information benefits their personal projects.
5. **When can the journalism exemption be applied?**
- a) When personal information is used for academic purposes.
 - b) When publication serves the public interest and compliance is incompatible with the journalistic purpose.
 - c) When the journalist is working for a government entity.
 - d) When all information is anonymised.
6. **What is a personal information breach?**
- a) A minor error in reporting news.
 - b) Sharing public records in news articles.
 - c) Unauthorized use, accidental loss, destruction, or damage of personal information.
 - d) Publishing a story without seeking consent.
7. **Match each term with its correct definition.**

Term	Description
Personal information	<i>a) A breach occurs when this is used unlawfully or lost.</i>
Public interest	<i>b) The reason journalists may apply exemptions under data protection law.</i>
Security measures	<i>c) Includes cyber-security, organisational measures, and physical security.</i>
Journalism exemption	<i>d) Allows journalists to bypass certain data protection requirements under specific conditions.</i>

Список використаної та рекомендованої літератури

1. Downes, C. Cambridge English for Job-hunting. Cambridge University Press, 2008.
2. Downing M. *Intro to Journalism Handbook*. An open Educational Resource for Journalism students. Fifth edition, PA-ADOPT, 2024.
3. Kirtley J. *Media Law Handbook*. A Handbook Series Edition. US Department of State. Bureau of International Information Programs, 2010. 66 p.

Інформаційні ресурси та корисні покликання

1. Coursera (English for Journalism).
URL: <https://www.coursera.org/programs/national-university-of-water-and-environmental-eng-on-coursera-ioegs>
2. Media Law Jobs.
URL: <https://thehighcourt.co/media-law-jobs/>
3. Britannica Encyclopedia.
URL: <https://www.britannica.com/topic/journalism>
4. What is the Scope of Law in Media and Journalism.
URL: <https://www.linkedin.com/pulse/what-scope-law-media-journalism-namrata-patil-48guf/>
5. The History of Journalism – Oxford University Press. URL: https://www.oup.com.au/_data/assets/file/0025/131974/9780190303754_SC.pdf
6. Freedom of Media in Ukraine – Council Of Europe Office in Ukraine. URL: <https://www.coe.int/en/web/kyiv/freedom-of-media-in-ukraine>
7. Principles of Journalism – American Press Association.
URL: <https://americanpressassociation.com/principles-of-journalism/>
8. Fundamentals of Media Law. URL: https://vision.edu.mk/21749312/controller/pdf_gallery/fundamentals-of-media-law/Fundamentals%20Of%20Media%20Law.pdf
9. Data Protection and Journalism Code of Practice.
URL: <https://ico.org.uk/media/for-organisations/documents/4025760/data-protection-and-journalism-code-202307.pdf>
10. Google fact-check tools. URL: <https://toolbox.google.com/factcheck/explorer/search/list:recent:hl=uk>