



## Prospectus BS 4 years



## **Faculty**

The following are the faculty members of the Department of Journalism Studies:

1. **Prof. Dr. Bushra Hameedur Rahman**  
*Chairperson*  
*M.Phil. and Ph.D. Communication Studies*



2. **Dr. Muhammad Shabbir Sarwar**  
*Associate Professor*  
*M.Phil. and Ph.D. Communication Studies*



3. **Dr. Akram Soomro**  
*Assistant Professor*  
*M.Phil. and Ph.D. Communication Studies*



4. **Mr. Naveed Iqbal**  
*Lecturer*  
*M.Phil. Communication Studies*





## **Administrative Staff**

The following are the Administrative Staff of the Department of Journalism Studies:

1. **Mr. Muhammad Imran**  
Stenographer/P.A to Chairperson  
*M.A (History), LL.B, PGD International Relations*



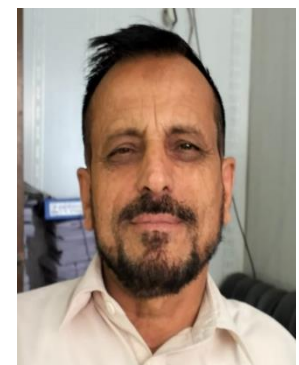
2. **Mr. Rashid Masih**  
Junior Clerk  
*M.Sc Communication Studies*



3. **Mr. Ghulamm Shabbir**  
Junior Clerk  
*Matric*



4. **Mr. Muhammad Sardar**  
Naib Qasid



## **Department of Journalism Studies**

### **History**

Department of Journalism in the Indo-Pak subcontinent was first established in October 1941 with a six-month certificate course in one room of Law College, University of the Punjab, Old Campus. By 1942 the program gained so much popularity that the certificate course was replaced by a one-year diploma course. However, in 1960 under the leadership of Prof. Marghoob Siddiqi classes in MA Journalism commenced. In 1965 the Department of Journalism was shifted to the Department of Philosophy and then in 1966 to the IER building in the New Campus. In 1985 its nomenclature was changed from Journalism Department to Mass Communication. In the year 1990 Department shifted to its own purpose-built building. In 2006 under the leadership of Prof. Dr. Mugheesuddin Sheikh, it was upgraded to Institute of Communication Studies (ICS) offering a Masters program with a specialization in Communication and Print media, PR & Advertising, Digital Media and Electronic Media, along with Masters in Development Journalism and Masters in Film and Television Studies. In 2021 the Institute was further upgraded to the School of Communication Studies with independent six departments.

Department of Journalism has had the honour of being led by

- Prithvi Pal Singh
- F.W Bushan
- Prof. Marghoob Siddiqi
- Prof. Abdus Salam Khurshid
- Prof. Waris Mir
- Prof. Dr. Miskeen Ali Hijazi
- Prof. Dr. Shafique Jahlundhri
- Prof. Dr. Mughees ud Din Sheikh
- Prof. Dr. Ahsan Akhtar Naz

Department of Journalism Studies is one of the six departments of the School of Communication Studies, University of the Punjab. Courses are designed in a way that prepares students with contemporary journalistic skills in a student-centered instruction model and a healthy environment of mutual respect, care, and honesty. Students are encouraged to critical, analytical, and design thinking to meet the challenges faced in the rapidly changing world of journalism and contribute to developing a culture of mutual respect, trust, and understanding. As we believe that journalism is not a stand-alone discipline, we have combined disciplines of arts sciences and other social sciences education to encourage our students to expand and enrich their understanding of public life. Our liaisons with the media industry aim to continuously engage students in meeting real-life challenges in journalism.

### **Department Vision**

Though Journalism performs a number of functions in today's world, the primary goal of journalists is to serve humanity with humility, care, and justice. Journalists need to take their profession with great trust and remember that they are guiding honestly and sincerely for the progress and welfare of their society. Journalists do so by informing the public on issues not in a hurried manner but by going beneath what is apparent, and checking the way power is exercised, to stimulate democratic debates. This way they play an important role in political, economic, social, and cultural development.

Our guiding principle is to develop a strong core educational structure with a balance between ethical values, academic strong foundations, and practical training. Our journalism courses are designed to prepare students for careers in journalism as part of the larger community not as detached individuals. The curriculum of the program is organized around three curricular axes:

1. An axis comprising the norms, ethical values, tools, high standards, and practices of journalism to promote understanding, harmony, and integration.
2. An axis emphasizing the social, cultural, political, economic, legal, and ethical aspects of journalism practice both within and outside the national borders.
3. An axis comprising knowledge of the world and journalism's intellectual and technological challenges.

**Department of Journalism Studies stands for teaching students how to:**

- Become independent, honest, responsible, and caring professional journalists which is essential for both the public good and politics.
- Demonstrate an understanding of professional ethical principles, and work ethically in pursuit of truth, accuracy, fairness, and diversity.
- Reflect on journalism ethics and best practices in journalism.
- Develop both broad general knowledge and the foundation knowledge from other disciplines important to journalism.
- Reflect on the political economy of media (including ownership, organization, and competition).
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

## **Facilities**

### **Multimedia Computer Lab**

Students can perform their assignments, connect to the internet, and send and receive an email in an open computer lab. They have access to the same software as students with disabilities in teaching labs. The ADA-compliant furniture in these labs makes them even more useful. To assist users, College Assistants are stationed at the lab.



### **AV Lab**

Students will learn to communicate in a variety of ways in the Audio and Video Production Smart Lab. They'll learn how to communicate using body language, spoken words, graphic design, website design, flash animation, and audiovisual creation. High-end video cameras and camcorders with accessories, professional lighting kits, portable green screens, audio, and video booths, and a screening room to review your final creations are all available in this facility.





### **FM 104.6**

The School of Communication Studies developed "University of Punjab-FM 104.6" as a non-commercial educational FM Radio Station to provide audio services to the university and surrounding areas. This radio station, "University of Punjab-FM 104.6," broadcasts information about education, career, and social skills needed by young people and society. Students and the community gain the most from the programmes' design. Professionals and experts from various fields of specialization are invited to give live and recorded lectures on various educational topics by the radio station, which invites them to serve as resource persons. The "University of Punjab-FM 104.6" is committed to providing a platform for students, instructors, parents, and the general public to create hope, patriotism, and nationalism. In order to reinvigorate and establish Islamic ideals in our daily conduct, the radio station plays religious programmes.



### **PU Web TV**

You can gain experience in numerous departments that work together to generate the successful programs, including pre and post production and hosting, by joining SCS TV station.



## Library

Faculty, students, researchers, and employees of the university can all use the SCS library because it is multidisciplinary in nature. The library's collection is particularly broad and deep in terms of its breadth and depth. The collection is well-suited to stimulate and support both academic endeavours and practical research projects. The library makes use of cutting-edge systems and technology. There is a mix of professionals and paraprofessionals running the library, all of whom are highly trained and dedicated to delivering cutting-edge services of the highest caliber. According to the collections' distinctive characteristics, the books and other reading materials are divided into parts.



**Conferences in Department of Journalism Studies with Association of Media & Communication Academic Professionals (AMCAP) titled *“Revisiting Relationship between Journalism(s) and Society in the Digital Age for Common Good in 2023”***







### **PU Journalism Society**

Join forces with like-minded aspiring journalists and help people with a genuine interest in journalism as a profession, learn more through seminars, networking events, and writing competitions in order to build a community of like-minded individuals. It aims to: Promote media literacy and journalistic skills, Improve opportunities for employment by providing the skills they need to pursue a career in journalism and a chance to network with other aspiring journalists already in the field, Inform



members about job openings and career opportunities by sharing and expressing multiple routes in the sector, Plan and promote educational events and knowledge exchanges between society's members and with journalists' professional specialists, Create liaison with the Alumni of the Department.



### **Sports Gala / Games**

Each year, the Department organizes an annual sports gala for students. Faculty members and students actively participated in different sports events, including cricket, badminton, table tennis, football, basketball, and many others. To entertain the Faculty and students, the Department also organizes a music system in which different motivational songs are played to cheer up the teams. At the end of the event, the winning teams got prizes and trophies.



**Career Counselling and Placement Cell**

Department of Journalism Studies has established its own Career Counseling and Placement Cell to assist students to develop their whole personality while also preparing to make career, educational, and life decisions. The cell offers conducive environment to facilitate the students to determine their career paths following their passion with a service attitude. The cell tries to link the attributes of a student to the available career options to create a personalized roadmap. Career counsellors in one-on-one sessions discuss various factors affecting choices in alignment with future prospects.

**Degree Programs:**

Department of Journalism is currently offering the following programs:

- Bachelor's Degree in Journalism Studies (Regular and Replica)
- Bachelor's Degree in Journalism Studies in 5<sup>th</sup> semester for BA and AD graduates (Regular and Replica)
- MPhil Journalism Studies (Morning and Replica) approved by all the statutory bodies of PU and HEC.



# **PROGRAMS**

## **BS in Journalism Studies (Four year degree program)**

### **Program Objectives**

The future of news media calls for a new approach. With the emergence of the internet impacting traditional media companies since the 1990s, and with more and more fake and biased news appearing in social media news feeds, today's media sector is in crisis. The news media organization represents a persistent problem, as they have to meet the huge challenge of shrinking traditional subscription and advertising revenues. What is required is to create brand-new news business models that will allow journalists to do a better job with limited resources, and produce smarter content than has never before been possible. Journalists in the digital age must operate in a world where the news cycle moves faster. As a result, striking a balance between timely and in-depth reporting is often more difficult. The digital journalism era has brought wholesale changes to the industry. The business of news has changed, journalism industry also risks becoming less robust, and ultimately incapable of helping the public make sense of our times or holding power to account. What is required is independent professional journalism which helps people to understand the major challenges and opportunities facing us, from day-to-day local events to global issues. The core objectives of the program are:

- To help them to think critically, creatively, and independently.
- To equip them to understand and apply the principles and laws of freedom of speech and press, as well as understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power.
- To write on political and social issues of importance to their own society and connect the institutional and societal contexts with the practice of journalism.
- To recognize the difference between fact and opinion.
- To conduct journalistic research.
- To develop linguistic ability necessary for journalistic work.
- To adapt to technological developments or other changes in the news media.
- To write, edit and produce news for various media formats (newspapers and magazines, radio and television, and online and multimedia operations) keeping their audience in mind.
- To enable them to critically evaluate their work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.
- To teach them the tools of investigative journalism in the digital age, especially taking out stories from big data.

- To equip them with programs and apps that will allow them to do everything from video editing to graphics work, research, and transcription from even their homes.
- To teach them how to tailor news for smaller screens to meet the consumers' demand for faster news updates with accuracy on smartphones or tablets.

## Duration of the Program

Eight Semesters/4 years / 139 Credit hours

## Scheme of Studies / Semester Wise Subjects

#	Code	Course Title	Credit Hours
<b>Semester I</b>			
1.	BSJS101	English – I	3
2.	BSJS102	Urdu Language & Literature	3
3.	BSJS103	Basics of Sciences	3
4.	BSJS104	Sociology	3
5.	BSJS105	Personal Development & Communication Skills	3
6.	BSJS106	Mass Communication	3
7.	BSJS107	Quran – I	0

**Total Credit Hours: 18**

<b>Semester II</b>			
1.	BSJS108	English – II	3
2.	BSJS109	Political Science	3
3.	BSJS110	Geography	3
4.	BSJS111	Introduction to Philosophy	3
5.	BSJS112	Statistics for Social Sciences	3
6.	BSJS113	History of Journalism	2
7.	BSJS114	Quran – II	1

**Total Credit Hours: 18**

<b>Semester III</b>			
1.	BSJS201	English – III	3
2.	BSJS202	Islamiyat	3
3.	BSJS203	Pakistan Studies	3
4.	BSJS204	Social Psychology	3
5.	BSJS205	Contemporary World Affairs	3
6.	BSJS206	Basics of Reporting & Editing	3

7.	BSJS207	Quran – III	0
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**Total Credit Hours: 18**

Semester IV			
1.	BSJS208	Communication Theories – I	3
2.	BSJS209	Print Journalism – I	3
3.	BSJS210	Radio Journalism – I	3
4.	BSJS211	Television Journalism – I	3
5.	BSJS212	Mobile Journalism	3
6.	BSJS213	Quran – IV	1
7.	BSJS214	Internship (Print & Online Journalism)	0

**Total Credit Hours: 16**

Semester V			
1.	BSJS301	Communication Theories – II	3
2.	BSJS302	Investigative and Interpretative Reporting	3
3.	BSJS303	Print Journalism – II	3
4.	BSJS304	Radio Journalism – II	3
5.	BSJS305	Contemporary World Media	3
6.	BSJS306	Media Laws & Ethics	3
7.	BSJS307	Quran – V	0

**Total Credit Hours: 18**

Semester VI			
1.	BSJS308	Quantitative Research Methods	3
2.	BSJS309	Television Journalism – II	3
3.	BSJS310	Data Journalism	3
4.	BSJS311	Photo Journalism	3
5.	BSJS312	Multimedia Journalism	3
6.	BSJS313	Internship (Radio & Television)	0
7.	BSJS314	Quran – VI	1

**Total Credit Hours: 16**

Semester VII			
1.	BSJS401	Qualitative Research Methods	3
2.	BSJS402	Development Journalism	3
3.	BSJS403	Peace Journalism	3
4.	BSJS404	Media Information Literacy	3
5.	BSJS405	Audio & Video Production	3
6.	BSJS406	Journalism Workshops	3



7.	BSJS407	Quran – VII	0
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**Total Credit Hours: 18**

Semester VIII			
1.	BSJS408	Media Management & Entrepreneurship	3
2.	BSJS409	Optional – I *	3
3.	BSJS410	Optional – II *	3
4.	BSJS411	Optional – III *	3
5.	BSJS412	Thesis / 4- Production Projects	4
6.	BSJS413	Quran – VII	1

**Total Credit Hours: 17**

### Admission Eligibility Criteria

- Years of Study Completed                      12 Years
- Study Program/Subject                          Intermediate / Equivalent
- Percentage/CGPA                                  50% / 2.5 CGPA
- Entry Test (if applicable) with minimum requirement: as per University per rule
- Any other (if applicable)

### Assessment and Examinations:

Sr. #	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is a continuous assessment. It includes classroom participation, attendance, assignments, and presentations, homework, attitude and behavior, hands-on activities, short tests, quizzes, etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but

			owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork, and report writing, etc.
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**Note:**

1. It is preferable to use the latest available editions of books. One can have the liberty to utilize and consume the content besides recommended lists.

## **Semester – I**

**BSJS-101**

**English – I (Written and Oral Communication)**

**03 Credit Hours**

### **Course Description**

BSCS101 introduces students to university-level reading and writing. Its goal is to enable them to build on the reading and writing skills they have developed through their earlier school years and progress toward the advanced level of academic literacy. This course is divided into three sections broadly: (1) grammatical/functional morpheme (2) sentence to paragraph writing; (3) language skills acquisition; to develop the core transferable skills in written and oral communication that will help in their university courses, regardless of their program of studies. By analyzing a variety of challenging readings, they will discover the characteristics and conventions used by scholars in different disciplines. They will be able to explore different genres of academic writing and how these reflect other rhetorical purposes.

### **Course Objectives**

1. To encourage students to speak with fluency and eloquence in a functional and situational context
2. To enable students to write an error-free sentence and paragraph
3. To strengthen students' reading skills through reading strategies to comprehend challenging texts and identify the main and supporting ideas in what you read

### **Learning Outcomes**

Upon completion of this course, the students will have demonstrated the ability:

1. To compose developed individual paragraphs that use evidence, sources, and appropriate rhetorical modes to support topic sentences and thesis statements;
2. To compose paragraphs that support and develop a compelling statement with specific supporting details and examples and are coherently organized with a clear understanding of introductory, developmental, and concluding sentences.
3. Have improved reading and writing skills.

### **Course Content**

#### **1. *Grammatical (Functional) Morpheme***

- Subject: Noun, Pronoun, and Verb.

- Verb: Transitive/ Intransitive Verbs, Regular/Irregular Verbs, Principal (Lexical) / Auxiliary Verbs, Linking Verbs, Phrasal Verbs, Infinitive Verbs, Verb: as a treatment to subject.
- Verb: Voice, Tense, Mood, person and Number.
- Subject Verb Agreement.
- S/V relation in a Sentence.
- Object in a sentence, its relation with verb and subject.
- Direct/ indirect object.
  - Phrases and Clauses.
  - Type of Sentences.
  - On the basis of structure & On the basis of function.
  - Transformation of Sentences.
- Interchange of Interrogative, Assertive, Imperative, Affirmative, Negative.
- Active/ Passive Voice.
- Direct/ Indirect Sentences

## **2. *Sentence to Paragraph Writing***

- Brainstorm/Keywords
- Basic Sentence
- Topic Sentence
- Sentence as an analytical element of paragraph
  - Paragraph Structure
  - Topic Sentence, Supporting Sentence, Sub-supporting details, Transitional (Words) Sentence & Concluding Sentence
  - Paragraph Development
  - Unity of the Paragraph
  - The Five C's
- Paragraph Development through:
  - Illustration and Restatement
  - Supporting Arguments
  - Cause and Effect
  - Comparison and Contrast
- Types of the Paragraph (Descriptive, Narrative, Discursive & Argumentative Paragraphs)

## **3. *Oral Communication***

- Non-verbal ways of communication
- Introduction to Syllables
  - Stressed Words
  - Rising and Falling Intonation
  - Pronunciation for –ed and –s ending words
  - Long Vowel Sound, Short Vowel Sounds, Consonant Sounds
  - Tone & Pitch during a conversation and presentation
  - Story Narrating Technique
  - Presentation Skills
  - Debating Techniques



## Suggested Readings

- Crystal, D. (1995). *The Cambridge Encyclopaedia of the English Language*. England: Cambridge University Press.
- Henderson, E. (2018). *The Active Reader: Strategies for Academic Reading and Writing*. Canada: OUP.
- Henry, D. J. (2011). *The Effective Reader*. Boston: Longman.
- Kane, T. S. (2000). *The Oxford Essential Guide to Writing*. New York: Berkley Books.
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing*. White Plains, NY: Pearson Education.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English*. White Plains, NY: Pearson/Longman.
- Thomson, A. J., & Martinet, A. V. (1997). *Practical English Grammar*. London: Oxford University Press.
- Zemach, D. E., & Rumisek, L. A. (2005). *Academic Writing from Paragraph to Essay*. Oxford: Macmillan.

## Speaking

*Mind Your Language* by BBC (Books with CDs)

*Choosing Your English* by BBC (Books with CDs)

BSJS-102

Urdu Language & Literature

03 Credit Hours

- ۱۔ ترجمہ نگاری :  
ترجمہ کیا ہے ؟ ، ترجمہ کی اہمیت ، ترجمے کے مسائل  
عملی مشق  
انگریزی سے اردو ترجمہ  
کسی بھی زبان سے اردو ترجمہ
- ۲۔ اصطلاح سازی ( صحافتی زبان ) :  
اصطلاح سازی تعریف و مقاصد  
اصطلاحات کے تراجم (مسائل اور امکانات )
  - نئی اصطلاح سازی کے مسائل
  - تکنیکی اصطلاح کے مسائل
  - انگریزی اصطلاحات کے اردو متبادل
- ۳۔ انٹرویو :  
انٹرویو کیا ہے۔ مقصد، سوال سازی کا عمل، عملی مشق
- ۴۔ مکالمہ :  
بنیادی مباحث، کردار، پس منظر اور زبان، عملی مشق
- ۵۔ روداد نویسی :  
اہمیت، مقاصد اور طریق کار ، عملی مشق
- ۶۔ اردو رسم خط:  
دیگر زبانوں کے رسم خط سے تقابل  
اردو رسم خط کی دشواریاں ، محاسن اور مصائب

عصر حاضر میں اردو رسم خط کی تخفیف کے اقدامات

۷۔ اردو املاء:

اردو املاء کی دشواریاں  
عصر حاضر میں اردو املاء کی بدلتی صورتیں

۸۔ جملوں کی درستگی

ترکیب ، مذکر اور مونث

اردو زبان و ادب

اردو زبان : مختصر تاریخ اور اہمیت

شاعری : میر تقی میر، درد ، نظیر اکبر آبادی، غالب ، اقبال، فیض ، ن م راشد

غزل : جدید غزل

نظم : جدید نظم ، پابند و آزاد

نثر : میرامن ، غالب، سر سید، حالی، شبلی، نذیر احمد، محمد حسین، مختار مسعود، مشتاق احمد یوسفی، انتظار حسین

روداد نویسی :

اہمیت، مقاصد اور طریق کار

عملی مشق

اردو رسم خط:

دشواریاں، محاسن اور معائب

عصر حاضر میں اردو رسم خط کی تخفیف کے اقدامات

اردو املاء:

اردو املاء کی دشواریاں

عصر حاضر میں اردو املاء کی بدلتی صورتیں

BSJS-103

Basics of Sciences

03 Credit Hours

### Course Description

This course is designed to enlighten students with basic concepts of science; physics, chemistry, biology, astronomy, and technical advancements. The purpose of this course is to educate students with a diverse range of scientific terminologies and their effects on our lives.

### Course Objectives

Students will demonstrate:

1. To understand basic concepts of pure sciences
2. To understand basic concepts of information technology and their impact on human health and the environment.
3. To understand basic concepts of the energy sector, weather, and environmental problems

### Learning Outcomes

Upon completion of this course, the students will demonstrate the ability:

1. To understand the basic concepts of Biology, Physics and Chemistry and their importance in daily life.
2. To be aware of the weather and environmental issues related to modern industry.
3. To be able to understand the basics of information technology.

4. To be able to understand the structure of the universe and the working of our solar system.

## Course Contents

- The Basics of Life: Cell Structures and Functions.
- Biomolecules: Proteins, Lipids, Carbohydrates, and Enzymes.
- Plant and Animal Kingdom: A Brief of Similarities and Diversities in Nature.
- The Human Body Systems: Respiratory, Blood, Circulation, Digestive System etc.
- Common Diseases, Immunity System: Polio, Diarrhea, Malaria, Hepatitis, Dengue, etc., their causes and Prevention.
- Basics of Chemistry: Atomic Structure, Element, Compound, Chemical Bonding, etc.
- Modern Materials and Chemicals: Ceramics, Plastics, Semiconductors, Antibiotics, Vaccines, Fertilizers, Pesticides, etc.
- Effects of Modern Industries on Human and Environment.
- Process of Nature: Solar and Lunar Eclipse, Rotation and Revolution and their impacts on Nature.
- Weather Variables (Global Temperature, Pressure, Circulation, Prescription, Humidity) and Weather Variations.
- Constituents and Structures: University, Galaxy, Light Year, Solar System, Sun, Earth, Astronomical System of Units.
- Environment and Pollution: Water, Noise, Air, Land, and Atmospheric Pollution, etc.
- Computer and Information Technology: Hardware and Software Fundamentals, Fundamentals of Artificial Intelligence.
- The Effect of Mobile and Wireless Technology on Human and Environment.
- The 5G and Future of the World.
- Energy Crisis, and Renewable Resources.

## Suggested Readings

1. Bryson, B. (2019). *The Body: A Guide for Occupants*. Random House.
2. Angier, N. (2008). *The canon: A whirligig tour of the beautiful basics of science*. HMH.
3. Kashmiri, Akram. (2017). *Every Day Science*. AH Publishers, Lahore.

**BSJS-104**

**Introduction to Sociology**

**03 Credit Hours**

## Course Description

The course aims to empower students to see the world around them through a sociological lens, helping them better understand their own lives and the world we all share.

## Course Objectives

The students will gain an understanding of:

1. The step-by-step theories that make up the discipline, help them to find and use the science of social behavior in everyday life.
2. Leading sociologists to understand the sociological concerns.

3. Discussions of hot contemporary issues on global inequalities, in gender, class, and education as well as environmental risks.

## **Learning Outcomes**

Upon completion of this course, the students will demonstrate the ability:

1. To identify how over a period of time different sociologists have contributed to the sociological thinking
2. To pay attention to how we might think about handling and resolving some of the issues as a society
3. To know the relationship between Globalization and the changing World
4. To identify the factors that bring in social and economic disparities
5. To cultivate the ability to develop a broader view while looking into issues such as education, media, gender, and environment

## **Course Outline**

- What is Sociology
  - Development of Sociological thinking
  - How can sociology help in our lives?
- Social interaction and structure
  - Social institutions
  - Education, family, media, religion, health, politics and economy
- Agent of socialization
  - Family, peer group, education, etc.
- Culture and its elements
- Theoretical thinking in sociology
- Four theoretical issues
  - Structure and action
  - Consensus and conflict
  - The issue of gender
  - The shaping of modern world
- Four Contemporary sociologists
  - Jurgen Habermas: democracy and public sphere
  - Ulrich Beck: the global risk
  - Manuel Castells: the network economy
  - Anthony Giddens: social reflexivity
- Recent Sociological issues
  - Post Modernism
  - Michel Foucault
- The Islamic and indigenous sociological perspectives
  - Ibne Khaldun
  - Imam Ghazali (RA)
  - Shah Wali Ullah (RA)
- Globalization and the Changing World
  - Types of Society
  - Social Change
  - Globalization



- Stratification and Class
- Theories of Class and stratification
  - Karl Marx's Theory
  - Max Weber's Theory
- Poverty
- Social Exclusion
- The welfare state
- Global inequality
- Sexuality and Gender
  - Functionalist approaches
  - Feminist approaches

### **Suggested Readings**

1. Cohen, R., & Kennedy, P. (2012). *Global sociology*. Macmillan International Higher Education.
2. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2006). *Essentials of sociology* (p. 624). New York: Norton.
3. Giddens, Anthony. (2006) *Sociology* (5<sup>th</sup> edition) . Polity Press Cambridge UK
4. Haralambos, M., van Krieken, R., Smith, P., & Holborn, M. (1996). *Sociology: Themes and perspectives*. Australian edition. South Melbourne: Addison Wesley Longman.
5. Macionis, J. J., Benoit, C., & Jansson, M. (2004). *Society: the basics* (p. 648). Upper Saddle River, NJ: Prentice Hall.
6. Mascionis, J. J. (2016) *Introduction to sociology*. (16<sup>th</sup> edition) Pearson.
7. Scott, J. (Ed.). (2006). *Sociology: The key concepts*. Routledge.

## **BSJS-105      Personal Development & Communication Skills      03 Cr. Hours**

### **Course Description**

This course is designed to introduce students to fundamental knowledge and skills of personal and professional growth. The course will help them increase self-awareness, set and pursue meaningful goals and develop positive personal qualities such as self-esteem, a positive attitude, self-discipline, and self-motivation. The course will provide participants with the strategies to understand and manage their emotions and build strong relationships. The course will help them adjust to transition from university to the world of work. Engaging in the lifelong process of personal growth can pay dividends in their inner lives and professional development.

### **Course Objectives**

This course is designed to introduce students to basic knowledge and skills of personal and professional growth. Engaging in the lifelong process of personal growth can pay dividends in their inner lives and professional development.

1. The course will help them increase self-awareness, set and pursue meaningful goals and develop positive personal qualities such as self-esteem, a positive attitude, self-discipline, and self-motivation.
2. It aims to provide students with the strategies to understand and manage their emotions and build strong relationships.
3. It aims to help them adjust to transition from university to the world of work.

### **Learning Outcomes**

Students in this course will learn to:

1. Develop confidence and self-worth
2. Discover strengths of their personality
3. Identify their talents
4. Use their time most effectively
5. Apply different types of relief strategies to manage their stress
6. Build social and emotional skills and strategies
7. Prepare for and excel in any interview

### Course Contents

- Mind Management: Be the Master of Your Mind
- Overcoming Self-Limiting Beliefs
- Exploration of Personality Type
- Personality and individual behavior
- Developing Imagination Skills
- Goal Setting: Personal and Professional Goals
- Positive Mental Attitude
- Living with Character
- Building Better Habits in Life and Work
- Time Management
- Study Skills
- Emotional Intelligence and Mind Mapping
- Basics of organizational behavior
- Motivation through work and reward in an organization
- Managing stress and the work-life balance
- Decision making and problem solving

### Suggested Readings

1. Bolles, R. N., & Christen, C. (2006). *What color is your parachute? For teens: Discovering yourself, defining your future*. Random House Digital, Inc..
2. Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0*. TalentSmart.
3. Buzan, T., & Buzan, B. (2010). *Mind Map Book*, 1/e. Rajpal & Sons.
4. Canfield, J., Hall, B., & Switzer, J. (2020). *Success Principles Workbook: An Action Plan for Getting from Where You Are to Where You Want to Be*. William Morrow.
5. Carnegie, D. (2010). *How to stop worrying and start living*. Simon and Schuster.
6. Covey, S. R. (2019). *The seven habits of highly effective people*. Stephen R. Covey.
7. De Bono, E. (1992). *Six thinking hats for schools*. Cheltenham, VIC: Hawker Brownlow Education.
8. Dyer, W. W., & Dyer, D. W. W. (1976). *Your erroneous zones* (p. 265). New York: Funk & Wagnalls.
9. Hill, N. (2015). *Think and Grow Rich!: The Original Version, Restored and RevisedTM*. SCB Distributors.
10. Jeffers, S. (2012). *Feel the fear and do it anyway*. Random House.
11. Kaufman, J. (2011). *The personal MBA: A world-class business education in a single volume*. Penguin UK.
12. Khoo, A. (2014). *Master Your Mind Design Your Destiny*; Strategi yang Terbukti telah Memberdayakan Anda Memperoleh Apapun yang Anda Inginkan.

13. Matthews, A. (1997). *Follow your heart: Finding purpose in your life and work*. Seashell Publishers.
14. Matthews, A. (2014). *How Life Works*. Seashell Publishers.
15. Faiez H Seyal, *Road to Success*
16. Robbins, A. (1991). *Unlimited power home study course manual*.
17. Robbins, T. (1992). *Awaken the Giant Within: How to Take Immediate Control of Your Mental, Emotional, Physical, & Financial Destiny*. Fireside: St. Louis, MO.
18. Schwartz, D. (2015). *The magic of thinking big*. Simon and Schuster.
19. Sharma, R. (2003). *The Monk Who Sold His Ferrari: A Fable About Fulfilling Your Dreams & Reaching Your Destiny*. Jaico Publishing House.
20. Tieger, P. D., Barron, B., & Tieger, K. (2014). *Do what you are: Discover the perfect career for you through the secrets of personality type*. Hachette UK.
21. Tracy, B. (2005). *Change Your Thinking Change Your Life: Bebaskan Potensi Dahsyat Anda untuk Kesuksesan yang Tak Terbatas*. Kaifa.
22. Tracy, Brian. *Maximum Achievement: Strategies and Skills that Will Unlock Your Hidden*. Simon and Schuster, 2011.
23. Urban, H. (2005). *Life's greatest lessons: 20 things that matter*. Simon and Schuster.

## **BSJS-106                      Introduction to Mass Communication                      03 Credit Hours**

### **Course Description**

The course looks at the cultural, linguistic, and institutional elements that influence even the most mundane conversations and information exchanges. It also examines the primary forms of mass media, such as books and newspapers, television and radio, movies, advertising, and the Internet.

### **Course Objectives**

Students will be able to:

1. To analyze the communication process and its components
2. To understand the different types of communication
3. To understand the concept of mass communication, related theories, applications and effects

### **Learning Outcomes**

Upon completion of the course, students will have demonstrated the ability to:

1. Analyze the relationship between media and society
2. Understand media effects on individuals and groups
3. Examine the socio-political and economic effects and controls on media industries and media content.

### **Course Contents**

- Conceptualizing Communication and Mass Communication
- Types of Communication and Mass Communication
- The Communication Process and Barriers to Communication
- Various Models of Mass Communication
- 7C's of Effective Communication
- Media of Mass Communication: Newspapers, Magazines, Television, Radio, Internet, Film, Theater, Music, Social Media etc.
- Mass Media, Culture, Society and Governance: The Normative Media Roles
- Mass Communication and Technology

- Mass Communication and Public Opinion
- Mass Communication and Persuasion
- Mass Communication and Social Construction of Reality
- The Mass Media Organizations – Ownership, Policies, Problems, Prospects and Effects
- Effects of Mass Communication
- Comparative study of Mass Media
- Mass Communication in the Age of Globalization

### Suggested Readings

1. Baran, S. J., Davis, D. K., & Striby, K. (2012). Mass communication theory: Foundations, Ferment, and Future.
2. DeFleur, M. L., & DeFleur, M. H. (2016). *Mass communication theories: Explaining origins, processes, and effects*. Routledge.
3. Dominick, J. R. (2000). the Dynamics of Mass Communication Media in the Digital. Age, *McGraw Hill Companies, Inc, New York*, 350-364.
4. Folkerts, J. (2006). *The Media in Your Life: An Introduction to Mass Communication*, 3/E. Pearson Education India.
5. Littlejohn, S. W., & Foss, K. A. (2010). *Theories of human communication*. Waveland Press.
6. McQuail, D. (1987). *Mass communication theory: An introduction*. Sage Publications, Inc.
7. O'shaughnessy, M., & Stadler, J. (2005). *Media and society: An introduction*. Oxford University Press. Vivian, J., & Maurin, P. (1991). *The media of mass communication* (p. 0). Needham Heights, MA: Allyn and Bacon.
8. Richard Campbell; Christopher Martin & Bettina Fabos. (2001) *Media & Culture: An Introduction to Mass Communication* (7th Edition) Bedford/St Martins
9. Ryan, J., & Wentworth, W. M. (1999). *Media and society: The production of culture in the mass media*. Pearson College Division.
10. Schram, W. E. (1954). The process and effects of mass communication.
11. Wirth, E. (2005). Williams, Kevin. Understanding Media Theory. *Communication Research Trends*, 24(2), 42-44.
12. Wood, J. T. (2002) *Interpersonal Communication: Everyday Encounters* (3rd edition)

BSJS-107

Quran – I

0 Credit Hour

سورة الفاتحة تا سورة ال عمران

سمتر – I



# **Semester – II**

**BSJS-108**

**English II**

**03 Credit Hours**

**(Critical Reading, Translation, & Essay Writing)**

## **Course Description**

BSJS107 introduces you to university-level reading and writing. Its goal is to enable you to build on the reading and writing skills you have developed through your BSJS108, toward the advanced level of academic literacy. This course is divided into three sections broadly: (1) essay writing; (2) critical reading; (3) translation; to develop the core transferable skills in critical thinking, reading, and writing that you will use in your university courses, regardless of your program of studies. Through the analysis of a variety of challenging readings, you will discover the characteristics and conventions used by scholars in different disciplines. You will explore different genres of academic writing and how these reflect different rhetorical purposes.

## **Course Objectives**

The course objectives state what you should be able to demonstrate during and at the end of the course.

1. To strengthen students' reading skills, through reading strategies to comprehend challenging texts and to identify the main and supporting ideas in what you read.
2. To compose developed individual paragraphs and essays that use evidence, sources, and appropriate rhetorical modes to support topic sentences and thesis statements;
3. To demonstrate critical thinking and reading skills by writing expository paragraphs and essays in response to course readings;

4. To compose a multi-paragraph essay that supports and develops an effective thesis statement with specific supporting details and examples, and is coherently organized with a clear understanding of introductory, developmental, and concluding paragraphs.
5. To translate the different Urdu excerpts into English.

## **Learning Outcomes**

Upon completion of this course, the students will have demonstrated the ability to:

1. To compose developed individual paragraphs that use evidence, sources, and appropriate rhetorical modes to support topic sentences and thesis statements;
2. To compose paragraphs that support and develop a compelling statement with specific supporting details and examples and are coherently organized with a clear understanding of introductory, developmental, and concluding sentences.
3. Have improved reading and writing skills.

## **Course Content**

### **1. Critical Reading**

- General Reading
  - Pre-Reading, Skimming and Scanning, Decode & SQ3R technique
- Reading Comprehension Passages
- Critical Reading
- Tone, Narration, & Point of view

### **2. Translation**

- Translation Rules
- Common Errors
- Translation Exercises
- Translation of Non- fiction and Fiction

### **3. Essay Writing**

- Writing an Outline
- Thesis Statement
- Parts of Essay
  - Introductory Paragraph
  - Body Paragraphs
  - Logical Division of Ideas
  - Arguments
  - Illustration
  - Facts and Figures
  - Concluding Paragraphs
- Types of Essay
  - Expository, Discursive, Persuasive, Argumentative, Narrative, & Descriptive
- Research Based Essay

- Documentation, In-text citation, & bibliography

### **Suggested Readings**

1. Henderson, E. (2018). *The Active Reader: Strategies for Academic Reading and Writing*. Canada: OUP.
2. Henry, D. J. (2011). *The Effective Reader*. Boston: Longman.
3. Hering, H. (2019). *How to Write Technical Reports*. Springer-Verlag: Berlin Heidelberg.
4. Kane, T. S. (2000). *The Oxford Essential Guide to Writing*. New York: Berkley Books.
5. Oshima, A., & Hogue, A. (2006). *Writing Academic English*. White Plains, NY: Pearson/Longman.
6. Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing*. White Plains, NY: Pearson Education.
7. Zemach, D. E., & Rumisek, L. A. (2005). *Academic Writing from Paragraph to Essay*. Oxford: Macmillan.

**BSJS-109**

**Political Science**

**03 Credit Hours**

### **Course Description:**

Political Science Course is designed to help students understand politics, its history, origin, and evolution. With the help of political science theories, concepts of state and sovereignty, it will enable students to recognize different political concepts, systems, and the role of mass media in their functioning. Moreover, on its basis, how to effectively analyze a state's political patterns and foreign affairs.

### **Course Objectives:**

The course is precisely drafted to share the history of political science and how it has evolved since its origin. Each state follows a certain state system, and this course will help media students recognize those systems and their influence on national affairs.

1. To understand basic concepts of political sciences.
2. To understand the state, government, and the concept and issues of sovereignty.
3. To understand democracy and different forms of political systems.
4. To understand political socialization, public opinion, and the role of media in the political process.

### **Learning Outcomes:**

Upon completion of the course, the students will have demonstrated the ability to:

1. Be able to understand the evolution of government, state, and the importance of sovereignty.
2. Be aware of the core concept of democracy and its different models in different countries.
3. Be able to comprehend the role of media in the process of political participation and its impact on the political institutions of society.

### **Course Content**

- Introduction: definition and evolution of politics as science, scope of Political Science

- Introduction to state: Constituent elements of state, territory, population, government, sovereignty
- Sovereignty: definition, types, properties
- Theories of Sovereignty ( Austin's theory, Bodin's theory)
- Origin of state and Contractualist theories (Hobbes, Locke, Rousseau, Kant).
- Introduction to Government: Definition, Plato's and Aristotle's view of government
- Classification and types of Governments, (parliamentary, presidential, dictatorship, monarchy)
- Democracy: Definitions, origin and context
- Types of democracy: The Western, African, Iranian and Socialist model of democracy
- Public opinion: Definition and process of public opinion formation in modern society and Measuring Public Opinion,
- Models of Opinion Formation, Influences on and of Public Opinion,
- Effects of Public Opinion on Government
- Political Socialization and mass media: Effects on political Attitudes, behaviors, norms and values formation
- Agents of Political Socialization
- Media, Family, education etc.
- Political participation and mass media
- Modern states and governments: Individual liberty and collective interest
- Constitutional Political rights and responsibilities of a Pakistani citizen
- Muslim Political thinkers and scholars

### **Suggested Readings:**

1. Arthur, J., Davies, I., & Hahn, C. (Eds.). (2008). *Sage handbook of education for citizenship and democracy*. Sage.
2. Escalona, F., Vieira, M., & De Waele, J. M. (2013). *The Palgrave Handbook of Social Democracy in the European Union* (p. 632). Basingstoke: Palgrave Macmillan.
3. Loughlin, J., Hendriks, F., & Lidström, A. (Eds.). (2011). *The Oxford handbook of local and regional* Norris, P., & Goodin, R. E. (2007). *Oxford handbook of political behavior*. Oxford Handbooks of Political.
4. Rhodes, R. A., Binder, S. A., & Rockman, B. A. (2008). *The Oxford handbook of political institutions*. OUP Oxford.

**BSJS-110**

**Geography**

**03 Credit Hours**

### **Course Description**

The physical aspect of the earth is studied in this lesson, which serves as a basis in the study of geography. Climate change, weather patterns, landscapes, soils, vegetation, and water use will be covered by students.

### **Course Objectives**

1. To familiarize the students with the founding principles of geography and geographical knowledge.
2. To create an understanding of the physical characteristics of the earth.
3. This course attempts to impart knowledge about the relationship between man and the environment, including natural resources and related human activities.



4. To impart knowledge about the relationship between man and physical, socio-economic, and cultural environment with particular reference to Pakistan, including land, population, human settlements, resources, and related human activities.

## **Learning Outcomes**

Students will be able to:

1. Identify the founding principles of Geography
2. Develop basic understanding of physical characteristics of the earth
3. Appreciate the relationship between man and environment
4. Appreciate the geographical variations of Pakistan

## **Course Contents**

- Definition
- Branches of Geography
- Physical Geography
- Human geography
- Man & Environment Relation
- Major Landforms / Physical Features of the Earth
- Definition of Landforms
- Mountains and its Types
- Desert and its Types
- Major Landforms / Physical Features of the Earth
- Plains and its Types
- Plateaus and its Types
- Others landforms (Valley, Glacier, Island, Peninsula )
- Definition of Atmosphere, Climate and Weather
- Layers of Atmosphere (Thermosphere, Stratosphere, Mesosphere, Ionosphere)
- Elements of Climate:
- Temperature, Air Pressure, Humidity and Precipitation
- Major Geographic Settlements
- Definition of Settlement
- Major types of Settlements (Urban & Rural)
- Urban Settlements and Its Types
- Rural Settlements and Its Types
- Definition and Importance of Population Study
- Demographic Transition Model
- Population location
- Distribution and Density of Population
- Major Natural Disasters of the World
- Difference between hazard and disaster
- Cause and Effect of Natural Disaster
- Earthquake and Floods in Pakistan: Causes and Impacts
- Country Profile of Pakistan / The Land of Pakistan
- Major Administrative Units in Pakistan (All Provinces)
- Country Profile of Pakistan / The Land of Pakistan
- Discuss Geographic Location of Agencies (Erstwhile FATA) and their merger in KP

- A Brief overview of all districts of Pakistan (Province Wise)
- Terrain and Climate of Pakistan: Mountains, Desserts, Plains of Pakistan, their location and importance and Plateaus of Pakistan, their location and importance
- Climate of Pakistan and major rainy seasons in Pakistan
- Highlight the impact of Climate Change in Pakistan
- Climate Change an emerging threat to National Security
- Geo-Strategic Location and importance of Pakistan
- Regional Geography of Pakistan- the Geography of Neighboring Countries of Pakistan (India, China, Afghanistan, Iran and Arabian Sea)

### Suggested Reading

1. A. P. & Ahmad, M. (2003). *Privatization and the Crisis of Agricultural Extension: The Case of Pakistan*, King's Soas Studies in Development Geography, Ashgate Publishing, New Delhi.
2. Ahmad, K. S. (1978). *Geography of Pakistan*, Oxford University Press, Oxford.
3. Arbogast, A. F. (2007). *Discovering Physical Geography*, John Wiley and Sons, London.
4. Burkey, J. S. (1991). *Pakistan the continuing search for Nationhood*, Western Press Oxford, UK. Davidson,
5. Christopherson, R. W. (2009) *Geo systems: An introduction to Physical Geography*, Pearson Prentice Hall, New Jersey.
6. De Blij, H. J., Muller, P. O. (1996). *Physical Geography of the Global Environment*, USA, John Wiley and sons Inc., New Jersey. Guinness,
7. Dichter, D. (1967). *Geography of N-W.F.P*, Oxford University Press, Oxford.
8. Hameed, A. (1972). *Study of the Middle Indus Basin*, San Francisco State College, San Francisco. Johnson, B.L.C (198).
9. J. P. & Nagle, G. (2011). *Geography*, Hodder Education, London.
10. Khan, F. K. (1991). *Geography of Pakistan*, Oxford University Press, Karachi Spate,
11. King, C. (1980). *Physical Geography*, Basil Blackwell, Oxford.
12. Miller, G. T. (2008). *Living in the Environment, Principles, Connections and Solutions*, Wadsworth, USA.
13. O. H. K. (2004). *India and Pakistan*, Munshiram Mohoanlal Publications Pvt. Ltd., UK.
14. Tayyeb, A. (1973). *A Political Geography of Pakistan*, Oxford University Press. Oxford.

**BSJS-111**

**Introduction to Philosophy**

**03 Credit Hours**

### Course Description

This is an introductory course for the general understanding of Philosophy as a distinct discipline. The course contents include possible definitions of “philosophy,” major branches, and sub-branches of Philosophy.

### Course Objectives

1. The student will be exposed to traditional philosophy, emphasizing how these systems approach and attempt to solve the problems confronting human existence.
2. This course will take a thematic approach; questions explored may include: What is reality? What is knowledge? Is human nature good, bad, or neutral?
3. The course is specially designed to help students progress toward the learning goals of logic, reasoning, and fallacies in an argument with a particular focus on ethics and metaphysics and what role philosophy has in the contemporary world.

## Learning Outcomes

Studying this course will enable students to:

1. Understand the nature of philosophy and how it is different from other fields of knowledge.
2. Know about major traditional divisions of Philosophy
3. Define the relationships of philosophy to religion and to science
4. Examine and defend their core values and beliefs.
5. Understand the difference between valid and invalid arguments.
6. Role of aesthetics in human thinking
7. Understand Western and Muslim debates on various important topics of epistemology, ethics and metaphysics.
8. Understand the importance of philosophy in the contemporary world.

## Course Contents

- What is the nature and scope of philosophy?
  - What is philosophy?
  - The value of philosophy
- The traditional division of philosophy
- Ethics
  - Cultural Relativism
  - Ethical Egoism
  - Utilitarianism
  - Are there Absolute Moral Rules
  - Virtue Ethics
- Logic
  - What is an argument?
  - Proposition
  - Premise/premises
  - Conclusion
- Difference between argument and non-argument
  - Critical Thinking
  - Controversy and Disagreements
- Informal Fallacies
  - Fallacies of Ambiguity
  - Fallacies of Presumption
  - Fallacies of Relevance
- Aesthetics
  - Aesthetic Experience
  - What is Art?
  - Representation
  - Imitation
  - Expression
- Epistemology
  - Difference between Knowledge and Opinion
  - Sources of Knowledge

- Rationalism
- Empiricism
- Metaphysics
  - Why Metaphysics?
  - Mind- Body Problem
  - Freedom and Determinism
- Philosophy and contemporary world
  - Philosophy of Mind
  - Political Philosophy
  - Philosophy of Science

### **Suggested Readings**

1. Hales, S. D. (2021). *This is philosophy: An introduction*. John Wiley & Sons.
2. Hospers, J. (2013). *An introduction to philosophical analysis*. Routledge.
3. Hurley, P. J. (2014). *A concise introduction to logic*. Cengage Learning.
4. Rachels, J., & Rachels, S. (1986). *The elements of moral philosophy* (p. 9). Philadelphia: Temple University Press.
5. Solomon, R. C., & Higgins, K. M. (2013). *The big questions: A short introduction to philosophy*. Cengage Learning.
6. Stewart, D. (2010). *Fundamentals of Philosophy*. 6th. Boston: Pearson

**BSJS-112**

**Statistics for Social Sciences**

**03**

**Credit**

**Hours**

### **Course Description**

This course aims to introduce the students to the subject of statistics as a science of data. Data abounds in this information age; extracting helpful knowledge and gaining a sound understanding of complex data sets has been more of a challenge.

### **Course Objectives**

1. In this course, students focus on the fundamentals of statistics, broadly described as the techniques to collect, clarify, summarize, organize, analyze, and interpret numerical information.
2. This course will begin with a brief overview of statistics and will then quickly focus on descriptive statistics, introducing graphical methods of describing data.
3. It aims to teach students about combinatorial probability and random distributions.
4. It will focus on both estimation and hypothesis testing issues.
5. It will also examine the techniques to study the relationship between two or more variables.

### **Learning Outcomes**

By the end of the course, students will be able to

1. Perform exploratory data analysis
2. Understand key principles of sampling
3. Select appropriate tests of significance for multiple contexts



4. Gain the foundational skills that prepare them to pursue more advanced topics in statistical thinking
5. Gain a sound understanding of what statistics represent, how to use statistics to organize and display data, and how to draw valid inferences based on data by using appropriate statistical tools.
6. Learn use of Excel and SPSS

### Course Outline

- Introduction to Statistics
- **Statistical Measures:** Measures of central tendency; measures of variability; measures of shape.
- **Probability Concepts:** Sample space; simple and compound events; probability laws; random variables.
- **Statistical Distributions:** Discrete distribution; Continuous distribution; Binomial, Normal and other distributions and their characteristics.
- **Sampling Theory:** Sampling distributions; central limit theorem.
- **Estimation:** Point and interval estimates; confidence intervals; significance level.
- **Tests of Hypothesis:** Null and alternative hypotheses; sample size; type I and type II errors. Inference about a population; Inference about comparing two populations.
- **Regression & Correlation:** Introduction to Regression & Correlation Analysis, Clustering, Classification, Natural language processing
- Use of Excel and SPSS

### Suggested Readings

1. Cacoullos, T. (2012). *Exercises in probability*. Springer Science & Business Media.
2. David, M. (2017). *Statistics for managers, using Microsoft excel*. Pearson Education India.
3. Letkowski, J. (2015, April). Doing Statistical Analysis with Spreadsheets. In *Sobie: Proceeding of annual meetings 2015* (p. 9).
4. McClave, J. T., Benson, P. G. & Sincich, T.T (2017) *Statistics for Business and Economics*; 13<sup>th</sup> edition. Pearson.
5. Mclave, J.T., Benson, P.G. and Snitch, T. (2005) “*Statistics for Business & Economics*” 9<sup>th</sup> Edition. Prentice Hall, New Jersey.
6. Santos, David (David A.) (2011). *Probability : an introduction*. Jones and Bartlett Publishers, Sudbury, Mass
7. Walpole, R.E., Myers, R.H and Myers, S.L. (2007), “*Probability and Statistics for Engineers and Scientist*” 7th edition, Prentice Hall, NY.

**BSJS-113**

**History of Journalism**

**03 Credit Hours**

### Course Description

This course examines the history and sociological theories of journalism, as well as current journalistic practices.

### Course Objectives

The course aims at:

1. Exploring the emergence, development, and present status of print, radio, television, and online media.
2. Discussing various models of media ownership, conglomeration, convergence, commercialization, and globalization.

3. Surveying the history of print and radio journalism in the Sub-continent and contemporary media scene in Pakistan.

## Learning Outcomes

After completing the course, students will be able to:

1. Overview of the evolution and status of various media outlets around the world and in Pakistan.
2. Compare Urdu, Hindi, English, and regional press in the Sub-Continent and evaluate various media roles in the Pakistan Movement.
3. Understand dynamics, status, and performance of media industries in Pakistan.

## Course Contents

- Early history of news and communication systems
- The development and growth of printing press
- The penny press, tabloid journalism, yellow journalism, militant journalism, alternative journalism and minority press history
- The development, growth and effects of electronic communication on journalism – The telegraph, telephone, fax and wire services
- The development, growth and effects of Radio on journalism
- The development, growth and effects of Television on journalism
- The development, growth and effects of Internet on journalism – The webs and digital media
- The debates of media technology, modernization, commercialization, conglomeration, convergence, fragmentation, news networks and globalization
- The press history in Sub-continent – Persian, Urdu, Hindi, English and regional languages newspapers
- The Muslim press and its role in Pakistan Movement
- The journalistic contributions of Maulana Zafar Ali Khan, Maulana Hasrat Mohani, Maulana Muhammad Ali Johar, Maulana Abu-ul-Kalam Azad and Sir Syed Ahmed Khan
- The history of Press in Pakistan (1947-to date)
- The history of Radio in Pakistan (1947-to date)
- The history of Television in Pakistan (1964-to date)
- The history of Internet Journalism in Pakistan (1995-to date)
- The history of News Agencies, PID, DGPR, ISPR in Pakistan

## Suggested Readings

1. Ahmad, S. (2005). *Art of Modern Journalism*. Anmol Publication
2. Ahmad, S. (2005). *Journalism and Press*. Anmol Publication Pvt. Ltd. New Dehli
3. Ahmad, S. (2005). *Journalism News Coverage*. Anmol Publication Pvt. Ltd. New Dehli
4. Aziz, Y. (2003), *Prospect & Promotion of Electronic Media in Pakistan*.
5. Aziz, Y. (2003). *Cable Television – A vision for Future Pakistan*.
6. French D., & Richard, M. (2000). *Television in Contemporary Asia*, SAGE Publication International, UK.
7. Hasan, M. (2001). Mass media in Pakistan. *Lahore: Aziz Publishers*.
8. Hassan, J. & Hadi, S.A. (2004). *Media and Mass Communication laws of Pakistan*. Haji Hanif Printers. Lahore.

9. Hassan, M. (2001). *Mass Media in Pakistan*. Aziz Publisher. Lahore
10. Hijazi, M. A. (2004). *Mass Communication Theory and Practice*. A-One Publishers. Lahore.
11. Khursheed, A. S. (1972). Journalism in Pakistan. Lent J. A., Newspapers in Asia.
12. Majeed Nizami, Press in Pakistan, Department of Political Science, University of the Punjab, Lahore.
13. Mugheesuddin, S. (1981). *ABC of Radio Journalism*.
14. Syed, M. H. (2006). *Mass Media in new world order*. Anmol Publication.
15. Zamir, N. (1987). Press in Chains.

**BSJS-114**

**Quran – II**

**01 Credit Hour**

سورة النساء تا سورة الانعام

سمٹر – II

## **Semester – III**

**BSJS-201**

**English – III (Literary Journalistic Writing)**

**03 Credit Hours**

### **Course Description**

BSJS-201 introduces you to Literary Journalistic Writing. This course is designed to enable students to learn some useful techniques of literature in their journalistic writings. The course gives an insight into the historical development of the Literary Journalism through reading award-winning authors. It also consists of the reporting and writing nonfiction pieces and critiquing each other's work, through this, students will gain expertise in Journalistic Writing. In depth, the course will analyze various tools of writing like characterization, narrative plotting, scene-setting, point of view, tone and style. It will also provide an overview on the techniques of reporting for literary journalism, interviewing, story organization, word choice, self-editing, invasion of privacy, libel, etc.

### **Course Objectives**

The course objectives state what you should be able to demonstrate during and at the end of the course.

1. Students would be able to identify the various techniques used in Literary Journalism.
2. It provides the aesthetic, literary and creative appeal of literature to the students.
3. It would enhance the ability of critical thinking.
4. Students would gain expertise in report writing, journalistic writing, essay writing.

5. It would familiarize the students with the known works of different award-winning authors.

## **Learning Outcomes**

Upon the end of this course:

1. Students would have explored works of different globally renowned authors.
2. Students will be able to critically view, understand, and learn different literature genres.
3. Students would have improved comprehension, reading and critical thinking skills.

## **Course Content**

### **1. Introduction to Literary Journalistic Writing (Historic Perspective)**

- The Daily Register (1702), The Tatler (1709) by Sir Richard Steele & The Spectator (1711) by Joseph Addison

### **2. Narrative Journalism**

- The New Journalism as a Movement (Tom Wolfe. Truman Capote and Gay Talsea).
- Daniel Dafoe: from *the True and Genuine Account of the Life of the Late Jonathan Wild*.
- James Boswell: from *The Life of Samuel Johnson*
- Charles Dicken: *The Great Tasmania's Cargo*
- Earnest Hemingway: *Japanese Earthquake*

### **3. Literary Journalism Techniques**

- Tone, Point of View, Narration
- The Writing Scenes
- The Capturing of Dialogues
- Reporting of "Status" details

### **4. Selected Writers**

#### **George Orwell**

- *Why I Write* (1946)
- *Marrakech* (1939)

#### **Karl Marx**

- *Excerpted Newspaper Writings* (1857)

#### **Edward Said**

- *Exile and Liberation*
- *After the Last Sky*
- Concepts:

- Orientalism, Culture & Imperialism

### **Eqbal Ahmad**

- *The Perils of Nationalism*
- *Nuclear Politics in South Asia*
- *Identity and Oppression*
- *Murder of Metropolis*
- *Feudal Culture and Violence*
- *Between Past and Future: Selected Essays on South Asia*
- *Do Not Accept the Safe Heaven*

### **Faiz Ahmed Faiz**

- *Dawn of Freedom (1947)*
- *O City of Lights*
- *We Shall See*
- *After a Visit to Dhaka*
- *Faiz Ahmed Faiz*
- *Independence*
- *The Conspiracy I*
- *The Conspiracy II*
- *Bloodstains*

### **Rafia Zakaria**

- *Lockdown Diaries: Getting Past the Pandemic Within*
- *Ban the Burqa? Scrap the Sari? Why does Women's clothing matters*
- *Excerpted articles from Dawn & Al Jazeera*

### **Arundhati Roy**

- *Public Power in Age of Empire*
- *Democracy's Failing Light*
- *Azadi*
- *Kashmir's Fruit of Discord*

### **Robert Fisk**

- *The Jargon Disease*
- *The Ship that Stands Upright*
- *The Age of Warriors: Selected Writings*

### **William Dalrymple**

- *Lahore: Blood on Tracks*
- *The Age of Kali*

### **Seven Lindquist**



- *A History of Bombing*
- *Exterminate All the Brutes*

### Suggested Readings:

1. Ahmad, E., Ahmad, D., Ahmad, I., & Mian, Z. (2004). *Between past and future: Selected essays on South Asia*. Karachi: Oxford University Press.
2. Ahmad, E., Barsamian, D., Said, E. W., & Hoodbhoy, P. (2017). *Confronting Empire*. Chicago: Haymarket Books.
3. Bhutto, F. (2021). *This is how we come back together*. UK: And Other Stories.
4. Dow, W., & Maguire, R. (2020). *The Routledge Companion to American Literary Journalism*. NY: Routledge.
5. Faiz, F. A., & Farooq, B. (2017). *The Colours of My Heart: Selected Poems*. New Delhi: Penguin Random House India.
6. Hashmi, A. (2016). *Love and Revolution: Faiz Ahmed Faiz -The Authorized Biography*. New Delhi: Rupa Publications India.
7. Kerrane, K., & Yagoda, B. (1997). *The Art of Fact: A Historical Anthology of Literary Journalism*. NY: Touchstone.
8. Orwell, G. (2021). *The Complete Work of George Orwell*. UK: Delphi Classics.
9. Rehman, S. (2021). *Womansplaining: Navigating activism, politics and modernity in Pakistan*. Pakistan: Folio Books.
10. Roy, A. (2019). *My Seditious Heart: Collected Non-fiction*. Chicago: Haymarket Books.
11. Said, Edward W. (1999). *Out of Place: A Memoir*. London: Granta.
12. Said, E. W., & Mohr, J. (1986). *After the last sky: Palestinian lives*. New York: Pantheon Books.
13. Wolfe, T. (1973). *The New Journalism*. NY: Harper and Row.

### Study Links:

Britannica, T. Editors of Encyclopaedia (2007, February 15). The Tatler. Encyclopaedia Britannica.

- <https://www.britannica.com/topic/The-Tatler>
- [https://owl.purdue.edu/owl/teacher\\_and\\_tutor\\_resources/writing\\_instructors/creative\\_nonfiction\\_in\\_writing\\_courses/literary\\_journalism.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/writing_instructors/creative_nonfiction_in_writing_courses/literary_journalism.html)
- <https://www.thoughtco.com/what-is-literary-journalism-1691132#:~:text=Literary%20journalism%20is%20a%20form,narrative%20journalism%20r%20new%20journalism>
- <https://www.masterclass.com/articles/how-to-recognize-and-write-literary-journalism>
- <https://www.dawn.com/authors/410/rafia-zakaria>
- [https://www.aljazeera.com/author/rafia\\_zakaria\\_201329135530126525](https://www.aljazeera.com/author/rafia_zakaria_201329135530126525)
- <https://granta.com/contributor/fatima-bhutto/>

### Video Resources:

- [https://www.youtube.com/watch?v=fVC8EYd\\_Z\\_g](https://www.youtube.com/watch?v=fVC8EYd_Z_g)
- <https://www.youtube.com/watch?v=rDy-GDs7LVM>
- <https://www.youtube.com/watch?v=n8JTn9DVqdo>

## **Course Description**

The course of Islamic Studies provides an introduction to Islamic teachings, history in classical and modern periods, and contemporary thought.

## **Course Objective**

This course aims:

1. To enhance understanding of issues related to faith and religious life.
2. To provide basic information about Islamic Studies
3. To enhance understanding of the students regarding Islamic Civilization
4. To improve students skills to perform prayers and other worships
5. To enhance the skill of the students for understanding of issues related to faith and religious life.

## **Learning Outcomes**

Upon successful completion of the course, the students will be able to:

1. Cite Quranic text for religious practices and social dealings
2. Describe important teachings from the life of Holy Prophet
3. Describe early history of Islam
4. Define sources of Islamic law and jurisprudence
5. Describe salient features of Islamic political, social, and economic system

## **Course Content**

- Beliefs and Pillars of Islam
- Introduction to Quranic Studies
  - Basic Concepts of Quran
  - History of Quran
  - Uloom-ul -Quran
- Seerat of Holy Prophet (PBUH)
  - Life of Holy Prophet (PBUH) in Makkah (Section-1)
  - Important Lessons Derived from the life of Holy Prophet (PBUH) in Makkah
  - Life of Holy Prophet (PBUH) in Madina (Section-1)
  - Important Events of Life Holy Prophet (PBUH) in Madina
  - Important Lessons Derived from the life of Holy Prophet (PBUH) in Madina
- Introduction to Sunnah
  - Basic Concepts of Hadith
  - History of Hadith
  - Kinds of Hadith
  - Uloom-ul-Hadith
  - Sunnah & Hadith
- Introduction to Islamic Law & Jurisprudence
  - Basic Concepts of Islamic Law & Jurisprudence
  - Sources of Islamic Law & Jurisprudence
- Islamic History
  - Period of khilafat-e-rashida
  - Period of Umayyads
  - Period of Abbasids

- Muslim Rulers of India
- Islam & Science
  - Basic Concepts of Islam & Science
  - Contributions of Muslims in the Development of Science
  - Quran & Science
- Islamic Economic System
  - Basic Concepts of Islamic Economic System
  - Means of Distribution of wealth in Islamic Economics
  - Islamic Concept of Riba
  - Islamic Ways of Trade & Commerce
- Political System of Islam
  - Basic Concepts of Islamic Political System
  - Islamic Concept of Sovereignty
- Social System of Islam
  - Basic concepts of social system of Islam
  - Elements of family
  - Ethical values of Islam

### **Suggested Readings:**

1. Ahmad, H. (1993). *Principles of Islamic Jurisprudence*. Islamic Research Institute, International Islamic University, Islamabad
2. Bhatia, H.S. (1989). *Studies in Islamic Law, Religion and Society*. Deep & Deep Publications New Delhi
3. Hameedullah, M. (n.d.). 'Introduction to Islam Maulana Muhammad Yousaf Islahi'.
4. Hameedullah, M. (n.d.). *Emergence of Islam*, IRI, Islamabad
5. Hamidullah, M. (2011). *The Muslim conduct of state*. The Other Press.
6. Hussain, H. H. & Hassan, H. H. (2010). *An Introduction to the Study of Islamic Law*. Leaf Publication Islamabad, Pakistan.
7. Waliullah, M. (1982). *Muslim Jurisprudence and the Quranic Law of Crimes*. Islamic Book Service.
8. Wright, T. P. (1966). Muslim education in India at the crossroads: The case of Aligarh. *Pacific Affairs*, 39(1/2), 50-63.
9. Zia-ul-Haq. M. (2001). *Introduction to Al Sharia Al Islamia*. Allama Iqbal Open University, Islamabad

**BSJS-203**

**Pakistan Studies**

**03 Credit Hours**

### **Course Description**

The subject aims at enhancing students' knowledge about history, culture and geography of Pakistan and to provide an insight into the political and social history of Pakistan from its inception to the present day. The course introduces the various aspects of the political struggle that led to the creation of Pakistan. It also examines concepts of nationhood and patriotism in the light of present day circumstances.

### **Course Objectives**

The course aims to:

1. Develop an in-depth understanding of the spirit of freedom struggle in the creation of Pakistan.
2. Study the governance and national development process in the early years of Pakistan.

## Learning Outcomes

Upon successful completion of the course, the students will be able to:

1. Analyze the historical perspective and ideological background of Pakistan
2. To examine the external and internal challenges the country faced after its independence
3. Evaluate the process of governance and national development
4. Develop an understanding of the issues arising in the modern age and posing challenges to Pakistan.

## Course Contents

- Introduction
  - Advent of Islam in South Asia
  - Muslim Cultural Heritage in Indo-Pakistan
  - Hindu Muslim relations throughout Muslim period
  - Efforts for the revival of Islam in the Sub-continent
- Ideology of Pakistan
  - Aims and objects of Pakistan's formation
  - Ideology of Pakistan
  - Pakistan Ideology in Iqbal and Quaid-e-Azam's writings
- Evolution of Muslim Society in the Sub-continent
  - Emergence and progress of Muslim Society in South Asia
  - Decline of Muslim society, scholars and institutions
  - National Reformation movements
  - Efforts for reformation – role of Shah Ahmad Sirhindi, Shah Waliullah and his followers
  - Role of Educational Institutions: Darul Uloom Deoband; Aligarh University; Nadwatul-Uloom; Jamia Islamia, Delhi; Anjuman Himayat-i-Islam and other Institutions such as Sindh Madrassa and Islamia College, Peshawar
- Political Struggle for Pakistan Movement
  - Constitutional reforms and Muslims
  - Separate elections for Muslims
  - Khilafat movement
- Pakistan Movement
  - Evolution of Muslim nationality (1857-1930)
  - Independence of India; its problems and Muslims
  - Iqbal's address at Allahabad (1930)
  - Ch. Rehmat ali and Pakistan National Movement
  - Elections (1937) and the attitude of Congress Government towards Muslims
  - Pakistan Resolution
  - Elections (1945-46); Constitutional problems and transfer of power.
- Struggle for Pakistan
  - Role of the Muslims living in minority provinces
  - Role of the Muslims living in majority provinces (Punjab, Sind, N.W.F.P., Balochistan)
- Emergence of Pakistan:
  - Plan of India's Division and the emergence of Pakistan

- Division of Provinces and Referendum
- Important events (during the partition)

### Suggested Readings

1. Hassan, H. (1969). *Pakistan Naguzeer Tha*, Karachi 1969
2. Qureshi, I.H. (1965). *The Struggle for Pakistan*, Karachi
3. Qureshi, I.H. (1967). *A Short History of Pakistan*. Book IV, Alien Rule, and Rise of Muslim Nationalism, Karachi
4. Qureshi, I.H. (1974). *Ulema in Politics*, Karachi
5. Qureshi, K.U. (1977). *A Geography of Pakistan*, London
6. Rafiq, M. Sh. (1977). *Tehrik wa Tarikh-e-Pakistan*, Lahore
7. Symonds, R. (1950). *The Waking of Pakistan*, London

**BSJS-204**

**Introduction to Social Psychology**

**03 Credit Hours**

### Course Description:

This course introduces students to the core concepts of Social Psychology. This will enable them to analyze their role in the social world, impacts of social patterns on personality perception, individual and group behaviors. This also emphasizes on the understanding of application of Social Psychology concepts in the real life settings.

### Course Objectives

The course will help the student to:

1. Develop an insight in students about how people think, perceive and relate to others.
2. Help in developing an understanding of the concepts related to self and how self-functions in the social world.
3. Enable students to think critically about social processes, influences, relations and attitudes.

### Learning Outcome

After completion of the course the student will be able to:

1. Think critically about social processes, influences, relations and attitudes.
2. Understand the application of Social Psychology concepts in the real world.

### Course Content

#### 1. Nature and Scope of Social Psychology

- What is social psychology?
- Social psychology and allied disciplines Brief history of social psychology Current trends in social psychology

#### 2. Self in a Social World

- Concept of self in social psychology
- Components of self: Why they are essential and its relationship to other personality constructs and processes



- Self-esteem, Self-presentation, Self-awareness, Self-efficacy, Self-conscious emotions, guilt, shame and embarrassment

### **3. Social Perception**

- Social cognition; person schemas, roles and scripts Impression formation; Stereotypes
- Attribution; Bias in attribution, Research in attribution

### **4. Altruism and Aggression**

- Altruism: The motivation to help Factors, rewards and costs of helping Aggression: The motivation to harm Frustration and aggression: Other views Threatened self-esteem and aggression
- Controlling and socializing for non-aggressive ways of conflict resolution

### **5. Behavior and Attitudes**

- Attitude formation
- Prejudice, stereotypes and discrimination Attitude change
- Cognitive dissonance Persuasive communication Measurement of attitudes

### **6. Social Influence and Group Behavior**

- Nature of groups, group polarization
- DE individuation, group cohesiveness, productivity and decision making, Conformity, obedience and deviance, cultural and social norms Leadership: Effective leadership
- Theories of leadership

### **7. Social Psychology in Action**

- Social psychology entering: Health Psychology, Environmental Psychology, Legal, Affairs Organizational Psychology, Peace and conflict

### **Suggested Readings**

1. Baron ,R. A., & Byrne, D. (1997). *Social psychology.(12th ed.)*. Boston: Allyn& Bacon
2. Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). *Social psychology (12th ed.)*. Boston, MA: Pearson/Allyn and Bacon.
3. Baumeister, R. F. (1999). *Self in social psychology*. USA: Taylor & Francis.
4. Crisp, R. J. (2010). *Essential social psychology* (2nd ed.). Los Angeles: Sage.
5. Edi., D. C. (2011). *Theories in social psychology*. UK: Wiley-Blackwell.
6. Edi., R. F. B. (2010). *Advanced social psychology* NY: Oxford University Press.
7. Franzoi, S. L. (2008). *Social psychology (5th ed.)*. New York: McGraw-Hill.
8. Healey, J. F. (2010). *Exploring social issues*. Los Angeles: Sage.
9. Horowitz, L. M. (2011). *Handbook of interpersonal psychology*. UK: John Wiley &
10. Sons. Kassin, S. (2011). *Social psychology (8th ed.)*. Wadsworth: Wadsworth.
11. Knapp, H. (2010). *Introduction to social work practice*. Los Angeles: Sage.
12. Myers, D. G. (1996). *Social psychology*. New York: McGraw Hill Book Company.
13. Myers, D. G. (2012). *Social psychology (11th ed.)*. New York: McGraw-Hill.
14. Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). *Social psychology (12th ed.)*.
15. Englewood Cliffs, NJ: Prentice Hall.

National and International Affairs are crucial to any region and its system, and significantly influence its functioning. Therefore, this course is all about contemporary world affairs and how they are in relation with Pakistan. The imparted knowledge in the course will enable media students to critically understand the intertwining concepts and predict the future and the role of media in matters in advancing years.

### **Course Objectives**

This course is designed to help media students understand the core concepts of national and international affairs, and be familiar with contemporary global affairs, and how they are influencing Pakistan. The aims of this course are to help students

1. To understand the contemporary global political, cultural and economic issues
2. To understand the context in which Pakistan came into being and political problems existing since 1947
3. To understand geo-political and geo-social importance of Pakistan
4. To understand the issues of and importance of regional cooperation

### **Learning Outcomes**

By the end of the course students will

1. Be able to critically analyses global political, cultural and economic issues
2. Be aware of regional politics of south Asian, Middle East, Europe and Africa
3. Be able to comprehend Pakistan political, social, economic problems and their solutions
4. Be aware of the importance of Pakistan in this region and in the global political setting

### **Course Content**

- Balance of power: bipolar, multipolar and unipolar system and its implications.
- United Nations role in conflict resolution.
- Middle east: issues and problem
- Economic issues and opportunities: OBOR, B3W, TAAPI, etc.
- Regional Arrangements: European Union, ASEAN, and SAARC
- Challenges of the Digital era: surveillance, data transfer, privacy, etc.
- Role of International monetary institutes: WTO, IMF, WB,
- Issue and problems of African countries
- Infrastructure: CPEC Prospects and challenges
- Determinant and priorities of Foreign Policy of Pakistan
- Pakistan relations with neighboring countries – India, Afghanistan, Iran and China
- Pakistan relations with other countries –US, SAARC, ASEAN and Middle eastern countries
- Contemporary issues of Pakistan: Political instability, Governance Issues, Health, Education
- Contemporary issues of Pakistan: Agriculture, Water crisis, Skill development
- Contemporary issues of Pakistan: industrial development, imports and exports, energy sector

### **Suggested Readings**

1. Hyden, G. (2012). *African politics in comparative perspective*. Cambridge University Press.

2. Jain, Rashmi (2007), *The United States and Pakistan 1947 – 2006*, Radiant Publishers
3. Lynch, M. (2006). *Voices of the new Arab public: Iraq, Al-Jazeera, and Middle East politics today*. Columbia University Press.
4. Mehmood, Safdar. (2000). *International Affairs*. Jang Publishers. Lahore
5. Noam Chomsky (1997). *World Orders Old and New*. Pluto Press.USA
6. Rizvi, Hasan-Askari (2000), *Military, State and Society in Pakistan*, Macmillan Press Ltd.
7. Saeed, Khawaja Amjad (2007), *The Economy of Pakistan*, Oxford University Press.
8. Safdar Mahmood (2006-2007). *International Affairs*. 2<sup>nd</sup> Edition. Jahangir Printers, Lahore, Pakistan.

**BSJS-206**

**Basics of Reporting & Editing**

**03 Credit Hours**

### **Course Description**

News Writing and Reporting, is a skill-based immersion in the world of journalism. Students will learn the foundations of journalism and the craft's two main components – reporting and writing the news.

### **Course Objective**

1. The course is designed to enable the students to craft clear, complete and unbiased accounts of breaking news in a deadline environment. Understand objective news coverage, neutral language, professional values and news judgment.
2. The course is designed to be an extremely rigorous and challenging experience. They will do a lot of writing in the classroom. There is also a heavy load of writing and other exercises to be done outside the classroom.
3. The course will also introduce students to the basics of news editing and design. They will learn how to edit stories and design pages on paper and computers while critically assessing the content of the news.
4. it aims to teach them the role of editors and the copy desk,
5. They will learn macro editing, i.e. editing with the big picture in mind. Topics will include accuracy, completeness, fairness, balance, sensitivity and legal issues.
6. The focus then will shift to micro editing, i.e. editing with precision. Grammar, punctuation, word usage, Associated Press style, and trimming stories will be discussed.
7. Next, students will learn how to write headlines, decks, and captions that tell and sell.

### **Learning Outcomes**

Students will be able to

1. Evaluate the newsworthiness of information.
2. Comprehend the basic structure and format of a news story (lead, body, and conclusion).
3. Demonstrate an understanding of beat reporting
4. Examine basic journalistic principles such as accuracy, objectivity, fairness, independence.
5. Sharpen the ability, to sum up, a story's key news in a single sentence, or lead.
6. Practice Associated Press style, attribution, the inverted pyramid structure, punchy leads, and the use of quotations and paraphrases.
7. Practice how to identify and find appropriate sources.

8. Understand the role of editors.
9. Edit copy precisely and consistently, using correct grammar and eliminating libelous passages and items in poor taste.
10. Have a solid grounding in English grammar.
11. Design basic news pages.
12. Understand the basic ethical issues confronting editors.

## **Course Outline**

- What is news
- Fundamentals of journalism – accuracy, newsworthiness, deadlines, objectivity and fairness.
- Basic news writing skills – spelling, grammar, Associated Press style, attribution, the inverted pyramid structure, single-sentence paragraphs, crisp and compelling news leads, and the use of quotations.
- Basic reporting techniques – rudimentary interviewing skills and the use of commercial databases the Internet and other sources to gather background material for stories and find news documents.
- Basic reporting and writing of short (300-word) news stories –
  - obituaries
  - accidents
  - speeches/meetings
  - crimes
  - Press Release
  - Press Conference
  - Social event
- Introduction to Editing
- The editor's role
- Introduction to computers and copy-editing marks
- AP Style book
- Editing and the Law
- Editing for style
- Grammar: parts of speech, subjects, verbs; Conjunctions; Punctuation; Word usage
- Headlines and decks
- Translations from Urdu to English and from English to Urdu News reports

The course will be bi-lingual. Students will be asked to write and edit reports in Urdu and English

## **Evaluation**

Students will be evaluated in the class meetings focusing on the principles of reporting and editing. They will be required to attend the labs which will focus on their application. Consequently, it is imperative that they attend class and read the text so that they can apply in the lab what they have learned. Students must learn to work and act like a professional journalists, including meeting all deadlines and stressing accuracy, accuracy, accuracy.

Students will take weekly quizzes in class on current events. Current events quizzes will focus primarily on local news and will acquaint them with local issues and people in Lahore. They will also be quizzed on state, national and international stories of significance. They will be required to read Urdu and English dailies.

### Suggested Readings

1. “Goldstein, N. (Ed.). (2006). *Associated Press stylebook and briefing on media law*. Associated Press.” You must bring this reference to each class session.
2. Boylan, J. (2002). The Associated Press Stylebook and Briefing on Media Law. *Columbia Journalism Review*, 41(3), 69-70.
3. Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2007). *News reporting and writing*. Macmillan.
4. Callahan, C. (2003). *A Journalist's guide to the Internet: The Net as a reporting tool*. Prentice Hall. (Note: Associate Dean Callahan's royalties are donated to the University of Maryland chapter of the Society of Professional Journalists).
5. Chapters are assigned to supplement class lectures and writing assignments.
6. Collins, R. F. (Ed.). (2013). *Editing Across Media: Content and Process for Print and Online Publication*. McFarland.
7. Kovach, B., & Rosenstiel, T. (2021). *The Elements of Journalism, Revised and Updated 4th Edition: What Newspeople Should Know and the Public Should Expect*. Crown Publishing Group (NY).
8. Rich, C. (2015). *Writing and reporting news: A coaching method*. Cengage Learning.
9. Strunk, W., & White, E. B. (2000). The Elements of Style, 4 th ed. *United States of America*, 128.
10. Wenger, D. H., & Potter, D. (2014). *Advancing the story: Journalism in a multimedia world*. Cq Press.
11. White, E. B., & Strunk, W. (1972). *The elements of style* (p. 85). New York: Macmillan.
12. White, E. B., & Strunk, W. (1972). *The elements of style* (p. 85). New York: Macmillan.
13. Zinsser, W. (2006). On writing well: The classic guide to writing nonfiction. *New York, NY*.

BSJS-207

Quran – III

0 Credit Hour

سورة الاعراف تا سورة يونس

سمتر – III



# **Semester – IV**

**BSJS-208**

**Theories of Communication – I**

**03 Credit Hours**

## **Course Description:**

This course addresses key concepts and contexts in human communication research. This course focuses on the fundamental principles of communication as they occur in human interactions, groups and organizations, public speaking, the media, and many cultural contexts.

## **Course Objectives**

The Course aims at:

1. Familiarizing students with the theory construction process and various approaches to theorizing social phenomena.
2. Discussing major turns and breakthroughs in evolution of communication theory.
3. Critically evaluate postulates of communication theories and overview its implications.

## **Learning Outcomes**

After completing the course, students will be able to;

1. Comprehend communication theories and related concepts.
2. Understand the applications of theories in the practical field of journalism and communication.
3. Figure out various limitations and contributions of communication theories.

## **Course Contents:**

- Model, Paradigm, and Theory
- Definition and Characteristics of Theory
- Theory Construction
- Major approaches to mass communication theories
- Theories of Powerful, Moderate and Limited Media Effects
- Two-Step & Multi-Step Flow of Communication
- Selective Exposure, Perception and Retention
- Propaganda and Psychological Warfare
- Cognitive Dissonance Theory
- Agenda Setting
- Cultivation Theory
- Spiral of Silence Theory
- Media Dependency Theory
- Social Learning Theory
- Social Cognitive Theory
- Uses and Gratification Theory

## **Suggested Readings**

1. Baran, S.J. & Davis, D.K. (2000). *Mass Communication Theory: Foundation, Ferment, and Future 2nd Edition*, Wadsworth.

2. Benyahia, S. C., Gardner, A., Rayner, P., & Wall, P. (2013). *Media studies: The essential resource*. Routledge.
3. Carl, W. J., & Wood, J. T. (2002). Instructor's resource manual for interpersonal communication: Everyday encounters. *Belmont, CA: Wadsworth/Thomson Learning*.
4. Coleman, C. L. (1993). The influence of mass media and interpersonal communication on societal and personal risk judgments. *Communication research*, 20(4), 611-628.
5. Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design research: Theoretical and methodological issues. *The Journal of the learning sciences*, 13(1), 15-42.
6. Curran, J. P., & Gurevitch, M. (2005). *Mass Media and Society 4th edition*. Arnold.
7. DeFleur, M. L., & Ball-Rokeach, S. (1999). Teorii ale comunicării de masă (Theories of Mass Communication).
8. DeFleur, M. L., & DeFleur, M. H. (2016). *Mass communication theories: Explaining origins, processes, and effects*. Routledge.
9. DeVito, J. A. (2007). *The interpersonal communication book*. Allyn & Bacon.
10. Dominick Joseph, R. (2002). The Dynamics of Mass Communication. *Media in the Digital Age*. Mc Grow.
11. Donald, M. (2005). *Media Discourses: Analysing Media Texts*.
12. Khan, M. A. (2005). Interpersonal communication and acculturation: A path analysis. *Journal of Development Communication*, 16, 10-19.
13. Lustig, M. W., Koester, J., & Halualani, R. (2006). *Intercultural competence: Interpersonal communication across cultures*. Pearson/A and B.
14. McQuail, D. (1987). *Mass communication theory: An introduction*. Sage Publications, Inc.
15. Severin, W. J., & Tankard, J. W. (2001). Communication theories: origins, methods, and uses in the mass media (5<sup>th</sup> edition). *New York, NY: Addison Wesley Longman*.
16. Shavitt, S., Lowrey, T. M., Han, S. P. (1992). Attitude functions in advertising: the interactive role of products and self-monitoring. *Journal of Consumer Psychology*, 7(4), 337-364.
17. Perry, D. K. (2001). *Theory and research in mass communication: Contexts and consequences*. Routledge.
18. Sanborn, F. W., & Harris, R. J. (2019). *A cognitive psychology of mass communication*. Routledge.
19. Severin, W. J., & Tankard, J. W. (1997). *Communication theories: Origins, methods, and uses in the mass media* (pp. 300-310). New York: Longman.
20. West, R. L., Turner, L. H., & Zhao, G. (2010). *Introducing communication theory: Analysis and application* (Vol. 2). New York, NY: McGraw-Hill.
21. Wood, J. T. (2015). *Interpersonal communication: Everyday encounters*. Cengage Learning.

**BSJS-209**

**Print Journalism I**

**03 Credit Hours**

### **Course Description**

This course is intended to help media students understand different forms of news content in print media, and draw a contrast among news, columns, features, and editorials, and news and opinion content. Meanwhile, helping them learn and comprehend theoretical terms and practices in print media. It is to prepare them for practical projects and professional grounds for delivering appreciable performance in the field.

## Course Objectives

The course objectives state what you should be able to demonstrate during and by the end of the course:

1. To make students aware of the history of print media's development and evolution in the world and Pakistan.
2. To make students comprehend the concept of and core difference among news, column, feature, and editorial.
3. To help students understand the difference between different forms of print media and genres of print content.

## Learning Outcomes

Upon completion of the course, students will

1. Be able to understand the core concepts, structures, and difference among news, columns, features, and editorials.
2. Be able to identify the contrast between news and opinion content.
3. Be aware of basics of writing a news story, feature, column, editorial and production of special pages/supplements/editions.

## Course Content

- Evolution of print media
- Print media in Pakistan: past, present and future.
- Introduction to newspaper, magazine, and periodicals.
- Definition, types, elements and sources of news.
- News creation; determinants and news values
- Reporter's sources (documents, reports, and human sources)
- Introduction to news organization and newsroom.
- News Beats (Court, Politics, Health, Crime, Sports, etc.)
- Brief concept of editorial; types and importance.
- Brief concept of column; types and importance.
- Brief concept of feature; types and importance.
- The art of interviewing: planning, techniques and tips.
- Special pages and editions: need, structure and importance
- Press release, handouts, press notes and press conference
- Difference between print, broadcast and online media

## Suggested Readings

1. Filak, V. F. (2020). *Dynamics of news reporting and writing: foundational skills for a digital age*. SAGE Publications, Incorporated.
2. Keeble, R., & Reeves, I. (2005). *The Newspaper handbook*. Routledge.
3. Phillips, A. (2014). *Journalism in Context: Practice and theory for the digital age*. Routledge.

## Course Objectives

The course aims at:

1. Introducing students with radio stations, staff and equipment.
2. Discussing the characteristics, news values and news sources of radio journalism.
3. Introducing various production formats and practice patterns.

## Learning Outcomes

After learning the course, the students will be able to:

1. Understand the working of a radio station and various roles of radio staff
2. Discuss the dynamics of news structure, sources and reporting techniques
3. Understand various production formats and techniques

## Course Contents

- Evolution of Radio Journalism
- Radio Industry in Pakistan (Past, Present & Future)
- Pakistan Broadcast Corporation (History, Structure and Role in Society)
- Comparison of Radio Journalism with Print, Television and online Journalism
- Introduction to Radio Station; Staff Radio Equipment
- Characteristics of Radio News
- Sources of Radio News
- Major Reporting Beats in Radio
- Radio News Writing & Editing Skills
- Radio News Bulletins
- Radio Talk
- Radio Interview
- Radio Live Reporting
- Radio News Package
- Radio Commentary
- Radio Documentary
- Radio Feature
- Vox-Pops
- Event Transmission/Marathon Transmission
- Live, As Live and Outdoor Broadcast

## Suggested Readings

1. Bohn, T. W., & Ungurait, D. F. (1979). *Mass Media: an Introduction to Modern Communication*. New York: Longman.
2. Fink, C. C. (1990). *Inside the media*. Addison-Wesley Longman Limited.
3. Fiske, J. (2010). *Television culture*. Routledge.
4. Hart, A. (2006). *Understanding the media: A practical guide*. Routledge.
5. James B. Martin. (2002). *Mass Media: A Bibliography with Indexes*. Nova Publishers.
6. Merrill, J. C., & Friedlander, E. J. (1990). *Modern mass media*. Harper Collins Publishers.
7. Sterling, C. H. (1984). *Electronic Media: A Guide to Trends in Broadcasting and Newer Technologies, 1920-1983*. Greenwood.

## **Course Description**

Producing live day-of-air television newscasts, developing digital content, and leveraging social media help students improve their news judgement and leadership skills. Under time constraints, they make judgments about news coverage, stories, and presentation while managing reporters, anchors, writers, editors, and others.

## **Course Objectives**

1. It aims to deal with Television for journalism and writing for visuals.
2. The course aims to teach students about presentation, reporting, interview, reportage, and anchoring of news bulletins.
3. Students will also learn details about Programme Production and Packaging for a channel.

## **Learning Outcome**

Students will be able to

1. Understand Television for journalism
2. Learn about Writing for visuals
3. Learn everything from Piece to Camera
4. Know about Presentation, Reporting, Interview, Reportage, Live Shows
5. learn the art of good anchoring news bulletins
6. Learn about Packaging stories for a channel

## **Course Contents**

### **Television for journalism**

- Similarities and differences between print and broadcast journalism
- Similarities and Differences between television and radio journalism

### **Understanding the medium**

- Advantages of television journalism
- Disadvantages of television journalism
- The process of television journalism
- Live news reports

### **Writing for visuals**

- Principles of writing for visuals
- Steps for producing news story
- Report, report, report
- Visual language
- Script format for television scripts

### **Piece to Camera**

- Principles of delivering an effective PTC

### **Presentation**

- Principles of effective presentation
- Planning a PTC

### **Reporting**

- Programme format of reporting
- Suggestions for style and treatment
- The story - the process
- Sources
- Research
- News values and principles
- Journalistic beats
- Basic qualification of a good reporter

### **Packaging for a channel**

- Significance of packaging for news channels
- Elements of packaging
- OB Van
- DSNG

### **Suggested Readings**

1. Ray, A., & Stewart, P. (2016). *Broadcast Journalism Techniques of Radio and Television News* Routledge
2. Shook, F., Larson, J., & DeTarsio, J. (2015). *Television and Field Reporting (Subscription)*. CRC Press.
3. Stephen, C. (2012). *Television Journalism*. SAGE Publications Ltd.

**BSJS-212**

**Mobile Journalism (MOJO)**

**03 Credit Hours**

### **Course Objectives**

Mobile journalism is a non-threatening digital storytelling toolkit to create a content stream and a bridge to transition audiences between screens and breaking news, as well as, web TV platforms. Smartphones are being used to provide content that requires a quick turnaround for websites and for when traditional crews may not be available. They are also being used to edit stories, file transfer back to stations and even provide live broadcasts in difficult situations. The convergence of mobile technologies has also resulted in unprecedented opportunities for citizens at grassroots levels to create and publish their voice on a global stage. With just a smartphone, some multimedia, camera, writing, editing and publishing skills, anyone is ready to “mojo” anywhere there is connectivity. User generated stories (USG) empower citizens with digital skills that transform their alternative voice into a more mainstream form.

Hence, this course will expose students to the various approaches in making better use of their mobile phone to capture and edit stories.

### **Learning Outcomes**

Students will be able to

1. Identify, and produce mobile multimedia stories with confidence and context
2. Grasp what makes a good content
3. Learn to present stories in exciting ways while maintaining standards of fairness, accuracy and quality
4. Learn to pictures and making shot selections suitable for professional broadcast



5. Understand the fundamentals of good news production values in the context of multimedia

### Course Contents

- Introduction and History of MOJO- How and why did it start?
- MOJO Revolution
- About the global adoption and influence of the portable device
- Which phones are the most dominate
- How mobile has integrated into our daily lives
- How mobile has influenced modern journalism
- Citizens and Mobile Journalism
- Tools of the Mojo trade
- Composing visual proof on Smartphone
- Elements of MOJO storytelling – SCRAP
- MOJO Interviewing
- Editing on a Smartphone
- Post Production on a Smartphone
- MOJO Ethics

### Evaluation

The grading will be based on the stories students have produced and their work into them. They will be evaluated on how well they have been successful in creating stories in the campus and outside.

### Suggested Readings

1. Burum, I. (2016). *Democratizing journalism through mobile media: The mojo revolution*. Routledge.
2. Hill, S., & Bradshaw, P. (2018). *Mobile-first journalism: Producing news for social and interactive media*. Routledge.
3. Mohammedsalih, S. (2017). Mobile Journalism: Using smartphone in journalistic work.

**BSJS-213**

**Quran – IV**

**01 Credit Hour**

سورة هود تا سورة الكهف

سمتر – IV

**BSJS-214**

**Internship – I (Print & Online Journalism)**

**0 Credit Hour**

### Course Description

During the summer semester every student is required to work for two months in a daily newspaper and in an online media organization. During internship, students will spend at least four hours daily in an organization. Every student will submit a verified internship report followed by the viva voce evaluation.

### **Course Objectives**

After the completion of internship I, students will be able to:

1. Understand basics, functions, technicalities and processes involved print and online journalism.
2. Perform better in the fields of print and online journalism, and produce content independently as well.
3. Discover field of interests on the basis of practical experience in fields.
4. Better understand methods, techniques and tricks, and how to utilize the perceived knowledge for effective practical outcomes.
5. Understand the working and structure of media organization.

## **Semester – V**

**BSJS-301**

**Theories of Communication – II**

**03 Credit Hours**

### **Course Objectives**

This course is designed to introduce students to basic and most influential theories of mass communication. Meanwhile, the objectives of this course can be described as follows:

1. Familiarizing students with the theory construction process and various approaches to theorizing social phenomena.
2. Discussing major turns and breakthroughs in the evolution of communication theory.
3. Critically evaluate postulates of communication theories and overview its implications.

### **Learning Outcomes**

After completing this course, students will be able to better

1. Comprehend communication theories and related concepts.
2. Understand the applications of theories in the practical field of journalism and communication.
3. Figure out various limitations and contributions of communication theories.

### **Course Contents**

- Media Sociology
- Diffusion of Innovation Theory
- Marxist Theory
- Critical Theory
- Political Economy of Media

- Media Hegemony Theory
- Media and Globalization
- International News Flow & NWICO
- Orientalism
- Fundamentalism & Islamophobia Media Literacy
- Media Ecology
- Knowledge Gap Hypothesis
- Digital Divide
- Technological Determinism

### Suggested Readings

1. Baran, S. J., Davis, D. K., & Striby, K. (2012). Mass communication theory: Foundations, ferment, and future.
2. Baran, S.J. & Davis, D.K. (2000). *Mass Communication Theory: Foundation, Ferment, and Future 2nd Edition*, Wadsworth.
3. Benyahia, S. C., Gardner, A., Rayner, P., & Wall, P. (2013). *Media studies: The essential resource*. Routledge.
4. Carl, W. J., & Wood, J. T. (2002). Instructor's resource manual for interpersonal communication: Everyday encounters. *Belmont, CA: Wadsworth/Thomson Learning*.
5. Coleman, C. L. (1993). The influence of mass media and interpersonal communication on societal and personal risk judgments. *Communication research*, 20(4), 611-628.
6. Coleman, C. L. (1993). The influence of mass media and interpersonal communication on societal and personal risk judgments. *Communication research*, 20(4), 611-628.
7. Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design research: Theoretical and methodological issues. *The Journal of the learning sciences*, 13(1), 15-42.
8. Curran, J. P., & Gurevitch, M. (2005). *Mass Media and Society 4th edition*. Arnold.
9. DeFleur, M. L., & Ball-Rokeach, S. (1999). Teorii ale comunicării de masă (Theories of Mass Communication).
10. DeFleur, M. L., & DeFleur, M. H. (2016). *Mass communication theories: Explaining origins, processes, and effects*. Routledge.
11. DeVito, J. A. (2007). *The interpersonal communication book*. Allyn & Bacon.
12. Dominick Joseph, R. (2002). The Dynamics of Mass Communication. *Media in the Digital Age*. Mc Grow.
13. Donald, M. (2005). Media Discourses: Analysing Media Texts.
14. Khan, M. A. (2005). Interpersonal communication and acculturation: A path analysis. *Journal of Development Communication*, 16, 10-19.
15. Lustig, M. W., Koester, J., & Halualani, R. (2006). *Intercultural competence: Interpersonal communication across cultures*. Pearson/A and B.
16. McQuail, D. (1987). *Mass communication theory: An introduction*. Sage Publications, Inc.
17. Severin, W. J., & Tankard, J. W. (2001). Communication theories: origins, methods, and uses in the mass media (5<sup>th</sup> edition). *New York, NY: Addison Wesley Longman*.
18. Shavitt, S., Lowrey, T. M., Han, S. P. (1992). Attitude functions in advertising: the interactive role of products and self-monitoring. *Journal of Consumer Psychology*, 7(4), 337-364.
19. Perry, D. K. (2001). *Theory and research in mass communication: Contexts and consequences*. Routledge.
20. Sanborn, F. W., & Harris, R. J. (2019). *A cognitive psychology of mass communication*. Routledge.
21. Severin, W. J., & Tankard, J. W. (1997). *Communication theories: Origins, methods, and uses in the mass media* (pp. 300-310). New York: Longman.
22. West, R. L., Turner, L. H., & Zhao, G. (2010). *Introducing communication theory: Analysis and application* (Vol. 2). New York, NY: McGraw-Hill.

21. Wood, J. T. (2015). *Interpersonal communication: Everyday encounters*. Cengage Learning.

**BSJS-302**

**Investigative and Interpretative Reporting**

**03 Credit Hours**

### **Course Objectives**

This course is about the process of investigating news-worthy occurrences within the society with the aim of not only informing but also bringing about a change for a better future. As a journalist, telling the story is just the beginning. There is also a need to interpret the news to enable society to understand the implications of the event to their lives and future. This course outlines these factors as well as the process of developing such reports and the ethical issues to consider in news reporting.

1. This course provides training in investigative reporting, teaching students how to go beyond day-to-day journalism.
2. The course will emphasize problem-solving in developing stories from conception to finished product.
3. Students will be taught what investigative journalism is and how to conceive, research and write such stories.
4. The course is practical and, at the same time, directs students to think deeply about the stories they do and why they do them. It will include lectures, discussions, independent work in class, out-of-class, reporting and writing, and conferences with the instructor.
5. In this course, students will be asked to think about possible investigative projects they want to work on upon their return to the workplace using the lessons learned during the course.

### **Learning Outcomes**

By the end of this course, students will be able to

1. Define the basic terms involved in the study and development of an investigative and interpretative report.
2. Identify the various sources needed in the development of an investigative and interpretative story.
3. Gather the necessary information needed for an investigative and interpretative report
4. Convert the information obtained from your sources into an acceptable story that communicates and can be understood.
5. Discuss the laws that govern the sourcing and reporting of investigative and interpretative stories.

### **Course Contents**

- Investigative and Interpretative Reporting:
  - What Is Investigative Journalism and Interpretative Journalism
  - Relating Investigative with Interpretative Reporting
- Gathering Information for In-Depth Reporting
  - Sources of Information
  - Interviewing skills approaches to develop sources and employ public documents and databases

- Documentation and Interpretation of Information
- Going Undercover
- Systematic Follow-up
- How to adhere to safety and the highest ethical standards in journalism.
- Investigative and Interpretative Reporting: Writing the Story
  - Writing an In-Depth Investigative Story I
  - Writing an In-Depth Investigative Story II
  - Writing an In-Depth Investigative Story III
  - Writing an In-Depth Investigative Story IV
- Understanding Communication Laws and Ethics
  - Law of defamation
  - Ethical Issues and Making Ethical Decisions while making their own reports

## Evaluation

In this course, students are expected to devote a tremendous amount of time in the field, weekdays and weekends, doing real journalism, knocking on doors, digging for information, and determining whether there has been a miscarriage of justice. Keeping in mind that investigative reporting is hard – expect to confront roadblocks. Moreover, along the way, hopefully, they will learn to think like an investigative reporter. They will learn by doing and they will do it by the most honorable methods to come closer to discovering the truth, whatever that truth is.

Students will be evaluated on mid-term and final exams which will include four investigative and interpretative news reports each.

## Suggested Readings

1. Barnhurst, K. G. (2014). The interpretive turn in news. *Journalism and technological change: Historical perspectives, contemporary trends*, 111-141.
2. De Burgh, H. (2008). *Investigative journalism*. Routledge.
3. Glasser, T. L., & Ettema, J. S. (1989). Investigative journalism and the moral order. *Critical Studies in Media Communication*, 6(1), 1-20.
4. Houston, Brant. "The future of investigative journalism." *Daedalus* 139, no. 2 (2010): 45-56.
5. Waisbord, S. (2001). The challenges of investigative journalism. *U. Miami L. Rev.*, 56, 377.

**BSJS-303**

**Print Journalism II**

**03 Credit Hours**

## Course Description

BSJS 303 introduces students to practical level knowledge of the print media. Its main goal is to enable students to utilize the information and knowledge they have developed through the level I course.

## Course Objectives

The purpose is to provide exposure and significant experience by engaging in challenging field projects. In the meantime, objectives of the course can be defined as

1. To provide exposure and experience by various opportunities to work in fieldwork projects.
2. To develop journalistic writing and comprehension skills.
3. To make students capable of working independently by the use of numerous news production tips and techniques.
4. To learn to critically analyze, decode, and understand the pattern of published content in print media.

## **Learning Outcomes**

By the end of level II of the Print Journalism Course, students will be able to

1. Use practical techniques, tips, and sources for news production.
2. Critically analyze different print media platforms and draw a pattern regarding a specific topic.
3. Write impactful news stories and other forms of print media content on a diverse range of topics and beats.
4. Develop efficient journalistic writing and editing skills.

## **Course Content**

- Principles and structure of news writing.
- Principles of editing in news media (Print, Broadcast, and Digital).
- Principles of journalistic language, writing & editing.
- Headlines and captions: purpose, types & principles.
- Writing new stories (Fieldwork: Education, Culture, Arts, Sports, Politics, Health, Crime, Court, and Parliament, etc.)
- Writing & Comparing column: focus on Pakistani newspapers (practice and library work)
- Producing a special page (Practice: Health, sports, society, culture, politics, etc.)
- Interview (Fieldwork: Conducting and writing/editing interview)
- Press conference/Speech (Fieldwork: attending a press conference and writing news stories)
- Press conference/Speech (Fieldwork: attending and writing a news story)

## **Suggested Readings**

1. Bainbridge, J., Goc, N., & Tynan, L. (2008). *Media and journalism: New approaches to theory and practice*. Oxford University Press.
2. Bainbridge, J., Beasley, C., & Tynan, L. (2011). *The new media environment: digital and social media*. Oxford University Press.
3. Kalyango Jr, Y., & Mould, D. (Eds.). (2014). *Global Journalism Practice and New Media Performance*. Springer.



### Course Objectives

The course aims at engaging students in-field practices, writing practices, production, and post-production for radio journalism.

### Learning Outcomes

After completion of the course, students will become capable to

1. Identify the ways of gathering news.
2. Techniques to write news scripts.
3. Formulate news bulletins.
4. Produce news-based journalism pieces for radio.

### Course Contents

- Essentials of Script Writing for Radio
- The vocabulary of Spoken Language
- Steps in Radio Production
- Audio Recording - Workshop
- Audio Editing – Workshop
- Podcast – Workshop
- Radio News Gathering – Field Practice
- Radio News Writing – Writing & Production Practice
- Radio News Editing – Editing Practice
- Radio News Bulletin – Writing & Production Practice
- Radio Live Reporting – Field Practice
- Radio News Package – Writing & Production Practice
- Radio Talk – Planning & Design Practice
- Radio Interview – Production Practice
- Radio Documentary – Writing & Production Practice
- Radio Feature – Writing Practice
- Vox- Pops, Promos, Announcements – Writing & Production Practice
- Event/Marathon Transmission- Planning & Design Practice
- Radio News Reading and Presentation Skills - Workshop
- Online Radio Journalism Skills - Workshop

### Suggested Readings:

1. Aspinall, R. (1971). *Radio Production*, Paris: UNESCO
2. Flemming, C. (2002). *The Radio Handbook*. London: Routledge
3. Ford, M. (2013). *Radio Broadcast*. On Demand Publishing, LLC-Create Space
4. Gilmurray, B. (2010). *The Media Student's Guide to Radio Production*. UK: Mightier Pen Pub.
5. Keith, M. (1990). *Radio Production, Art & Science*. London: Focal Press.
6. McLeish, R. (2005). *Techniques of Radio Production*, London: Focal Press, 2005.
7. Siegel, E.H. (1992). *Creative Radio Production*. London: Focal Press.

### Course Objectives

The purpose of this course is to introduce the students to the contemporary world of media.

1. Introducing media systems in major regions of the world.
2. Discussing the performance, freedom, and diversity of media around the world.
3. Exploring the profiles and roles of prominent media outlets in the print, broadcast, and digital media.

### Learning Outcomes

On completing the course, students will become proficient in

1. Understanding the diversity of media systems in major regions of the world.
2. Evaluating the roles, challenges, and prospects of the media industry around the world.
3. Understanding the dynamics of production and distribution of media contents by prominent media outlets.

### Course Contents

- Media Scene in Americas (North America, South America, Central America, Caribbean)
- Media Scene in Britain
- Media Scene in Europe (Italy, Spain, France, Portugal, Germany, Poland, Austria, Belgium, Sweden, Denmark, Norway)
- Media Scene in Arab (UAE, Qatar, Kuwait, Oman, Iraq, Algeria, Bahrain, Jordan, Egypt, Palestine, Lebanon, Libya, Morocco, Saudi Arabia, Sudan, Yemen, Mauritania, Syria, Tunisia, Somalia)
- Media Scene in North Asia and Central Asia (Russia, Kazakhstan, Kyrgyz Republic, Tajikistan, Turkmenistan, Uzbekistan, Turkey)
- Media Scene in East Asia and Southeast Asia (China, Japan, Hong Kong, North Korea, South Korea, Taiwan, Magnolia, Macau, Brunei, Burma, Cambodia, Indonesia, Malaysia, Philippines, Singapore, Vietnam, Thailand)
- Media Scene in South Asia (Bangladesh, Bhutan, India, Pakistan, Nepal, Sri Lanka, Maldives, Afghanistan, Iran)
- Media Scene in Pakistan
- Profile of leading world Newspapers
- Profile of leading world News Channels
- Profile of leading News Agencies
- Profile of Leading world Media Conglomerates

- Profile of leading world Internet Portals
- Profiles of leading Radio Services
- Profile of leading world Magazines

### **Suggested Readings**

1. Andersen, P. A., & Guerrero, L. K. (Eds.). (1997). *Handbook of communication and emotion: Research, theory, applications, and contexts*. Elsevier.
2. Baran, S. J. (2015). Introduction to mass communication.
3. Baran, S. J., Davis, D. K., & Striby, K. (2012). *Mass communication theory: Foundations, ferment, and future*.
4. Dahama, O. P., & Bhatnagar, O. (1997). *Education and Communication For Development* Oxford & IBH Publication Co. *New Delhi-bombay-calcutta the fourth Edition*.
5. DeFleur, M. L., Kearney, P., & Plax, T. G. (1993). *Fundamentals of human communication*. WCB/McGraw-Hill.
6. Dimpleby, R., & Burton, G. (2020). *More than words: An introduction to communication*. Routledge.
7. Dominick, J. R. (2010). *The dynamics of mass communication: Media in the digital age*. Tata McGraw-Hill Education.
8. Eisenberg, A. M., & Gamble, T. K. (1991). *Painless public Speaking: A work text Approach*. University Press of America.
9. Hartley, P. (2002). *Interpersonal communication*. Routledge.
10. Mandav, P. (2005). *Visual Media Communication*. Authorspress.
11. McQuail, D., & Windahl, S. (2015). *Communication models: For the study of mass communications*. Routledge.
12. Schramm, W., & Roberts, D. F. (1971). *The Process and Effects of Mass*. Urbana, Chicago, London: Univ. of Illinois Press.
13. Watson, J. (2008). *Media communication: An introduction to theory and process*. Macmillan International Higher Education.

**BSJS-306**

**Media Law & Ethics**

**03 Credit Hours**

### **Course Objectives**

This is a rapidly changing and complex legal environment for journalists, publicists, and other creative entrepreneurs. This is not a course to prepare them to practice law but how to see the fuzzy and the bright lines and when to call on legal help. The goal is to keep them and their employer out of trouble. Overall, this course will aim to give students the essential legal framework of their rights and responsibilities as journalists.

1. Students will learn about their legal rights and obligations.
2. The course will educate students on how to publish information without violating defamation and invasion of privacy, how to gather information to avoid legal and/or ethical trouble, and how to deal with the summons.

3. They will also examine how to navigate the digital space of contemporary journalism and focus on Fair Use, and other laws, policies, and best practices in the use of photographs, trademarks, film clips, and other copyrighted works.
4. Media professionals are often faced with difficult decisions in which more than one choice may seem appropriate. The goal of this course is not to teach students what is a “right” or “wrong” decision, but to teach them how to think about right and wrong, and make better decisions.
5. Students will just not examine contemporary ethical issues related to mass media but also develop critical thinking abilities about the issues. They will be given real-world cases involving media practitioners’ ethical dilemmas.
6. It aims to explore the impact of the internet on the practice of journalism and other creative fields and how new communications technologies are regulated today.

### **Learning Outcomes**

By the end of the course, students will be able to efficiently

1. Demonstrate knowledge of the main areas of media law, including libel, invasion of privacy, obscenity, commercial speech, and the freedom of the press.
2. Define basic legal terminology.
3. Articulate and defend legal rights and ethical values practices and responsibilities under Pakistan’s laws.
4. Explain current legal issues impacting journalists.
5. Avoid claims of defamation and invasion of privacy.
6. Properly use copyrighted works and trademarks.
7. Recognize best contemporary ethical and professional practices in the digital space, as dictated by legal standards.
8. Able to recognize moral dimensions of issues in journalism and other forms of mass communication.
9. Develop critical thinking skills that will move them to an understanding of broader ramifications of events and decisions.
10. Will be able to understand and apply a wide range of decision-making skills to doing ethics in media practice.
11. Will be able to see how moral development, values, and loyalties affect the decision-making in media practice

### **Course Contents**

- Freedom of the Press and Social Responsibility

- A brief overview of the evolution of press laws in the sub-continent and Pakistan.
- Press Laws in Pakistan- An overview
- Article 19 & 19A of the Constitution of Pakistan
- Salient features of the current press ordinances:-
  - PEMRA Ordinance 2002.
  - Press Council Ordinance 2002
  - Defamation Ordinance 2002
  - Freedom of Information Ordinance 2002
  - Copyrights Ordinance 1967
  - Pakistan Telecommunication (Re-organization) Act, 1996
  - Prevention of Electronic Crimes Act, 2016
  - Removal and Blocking of Unlawful Online Content (Procedure, Oversight, and Safeguards) Rules, 2020 (RBUOCR'20),

Other Acts contain various provisions dealing with the media. These laws include but are not limited to:

- The Pakistan Penal Code, 1860
- The Telegraph Act 1885
- The Post Office Act, 1898
- The Contempt of Court Act, 1973
- The Pakistan Telecommunication (Re-Organization) Act, 1996
- Defining Ethics
- Origins of Ethical theory
- Ethics morality and values
- Ethical dilemmas
- Ethics and Law
- Social Responsibility
- Ethics and codes
- Four classic theories of ethics
- Justification models
- Moral development and expansion of empathy
- Exploring themes of ethical issues in journalism
- Journalistic code of ethics- an Islamic perspective
- The violations of ethics in Pakistan (deadline and ethics; Privacy, corruption, personal interests, etc.)
- External and internal pressures on media
- **Codes of Ethics**
  - International and national codes of ethics

The course will be taught with examples from Case Laws in Pakistan with an open discussion on the impact of these decisions. It will also focus on how these different laws affect freedom of expression. They will be given real-world cases involving media practitioners' ethical dilemmas.

### **Suggested Readings**

1. Fatiana, Y. A. (2020). *Legal analysis of freedom of expression with special reference to broadcasting media in Pakistan* (Doctoral dissertation, Universiti Utara Malaysia). Jabbar, J., & Isa, Q. F. (Eds.). (1997). *Mass Media Laws and Regulations in Pakistan, and a Commentary from a Historical Perspective*. Asian Media Information and Communication Centre.
2. Naz, Ahsan Akhtar (1998) *Sahafati Zimadariyan*, Muqatdra Qaumi Zaban, National Language Islamabad.
3. Naz, Ahsan Akhtar. *Sahafati Qawaneen*. A.H. Publishers, Urdu Bazar, Lahore
4. Naz, Sahafati Ikhlaqiat, *Azeem Academi* Urdu Bazar, Lahore.
5. Wok, S. (2004). Mass Media in Selected Muslim Countries. Edited by Mohd. Yusof Hussain. *Intellectual Discourse*, 12(1).
6. Wok, S. (2004). Mass Media in Selected Muslim Countries. Edited by Mohd. Yusof Hussain. *Intellectual Discourse*, 12(1).

### Useful Websites

Student Press Law Center <http://www.splc.org/>

Black, Jay; Steele, Bob; Barney, Ralph (1999): *Doing ethics in journalism: A handbook with case studies*.

Gordon, David; Kittross, John Michael; Merrill, John C.; Babcock, William; Dorsher, Michael (2011): *Controversies in media ethics*: Routledge.

Wilkins, Lee; Christians, Clifford G. (2008): *The handbook of mass media ethics*: Routledge.

### Useful websites:

Society of Professional Journalists <http://www.spj.org/>

Committee to Protect Journalists <http://www.cpj.org/>

Reporters Without Borders <http://www.rsf.org/> World Press Review <http://www.worldpress.org/>

**BSJS-307**

**Quran – V**

**0 Credit Hour**

سورة مريم تا سورة الفرقان

سمت V –



# **Semester – VI**

**BSJS-308**

**Quantitative Research Methods**

**03 Credit Hours**

## **Course Objectives**

This is an introductory course for students to learn about quantitative research methods. The objectives of the course are mentioned below:

1. It will give an overview of the quantitative research process and discuss the main components which include research questions, research hypothesis, research design, data collection, and data analysis.
2. Differences between the research question and research hypothesis will be discussed along with an overview of the important parts and expectations of research design (including ethics considerations).
3. From here the course will move on to data collection methods, survey, and experimental methods with the focus on writing research reports.

## **Learning outcomes**

After students have completed the course, they will understand

1. How and when to use which method and sampling techniques along with their pros and cons.
2. What is research design and how to create it to do quantitative research of the possible statistical analysis methods that are used for data analysis.
3. Develop basic skills to write research report.

## **Course Contents**

- Why do research?
- Difference between Applied, Basic, and Action Research
- The basic assumption of the quantitative research
- Relationship of Theory and Research
- Quantitative Research Design
- How to do Literature Review and conduct ethical studies
- Quantitative Measurements
- Hypothesis and Research Questions
- Probability sampling and non-probability sampling techniques.
- Survey Research
- Experimental Research
- Content Analysis
- Data analysis methods; visual techniques for data exploration, and for understanding the structures in the data (e.g. pie charts, line charts, box-plots, x-y plots, histograms, etc.)

- Writing Research Report

In all sections of the course, review, and discussion of many examples of published research articles on mass communication and journalism in peer-reviewed journals, which have used the techniques learned about in the course. This is for the student to learn by example (from these papers), and also for them to see that what they have learned or covered in this course is indeed being used by other researchers like themselves.

### **Suggested Readings**

1. Alversia, Y. (2011). *Doing quantitative research in education with SPSS*.
2. Dupagne, M., Potter, W. J., & Cooper, R. (1993). A content analysis of women's published mass communication research, 1965–1989. *Journalism quarterly*, 70(4), 815-823.
3. Goertzen, M. J. (2017). Introduction to quantitative research and data. *Library Technology Reports*, 53(4), 12-18.
4. Kamhawi, R., & Weaver, D. (2003). Mass communication research trends from 1980 to 1999. *Journalism & Mass Communication Quarterly*, 80(1), 7-27.
5. Neuman, L. W. (2007). *Social research methods, 6/E*. Pearson Education India.
6. Thorson, E., Wicks, R., & Leshner, G. (2012). Experimental methodology in journalism and mass communication research. *Journalism & Mass Communication Quarterly*, 89(1), 112-124.
7. Walliman, N. (2010). *Research methods: The basics*. Routledge.

### **Evaluation Process:**

Students will be assessed on their assignments, mid-term, and one research report.

**BSJS-309**

**Television Journalism – II**

**03 Credit Hours**

### **Course Objectives**

The core objective of the course is to

1. The course aims to provide basic concepts about working of TV news and views programs.
2. It aims to familiarize them with the formats and give them hands-on training on how to produce the programs in different formats.
3. It aims to provide them with practical work regarding TV news genres and script development, recording, and editing.

### **Learning Outcomes**

Once students have completed this course, they will be able to understand and make sense of television journalism. Moreover, they will

1. Have learned the basic techniques of taking interviews
2. Identify the different TV news genre

### 3. learn the basic techniques of production of TV new genre

#### Course Contents

- Types of interviews
- Principles for conducting an effective interview
- Interviews
- Program formats
- What is the current affairs program
- Running issues
- National and international affairs
- Follow up shows
- Research selection of topics
- Investigative shows
- Talk shows
- Outdoor talk shows
- Audience base talk shows
- Live shows
- Interactive talk shows
- Anchoring a Show
- Topic selection and research
- Qualifications of an anchor
- Appearance
- Principles for effective anchoring of shows
- Ethics
- Selection of guests
- Sets
- Lights
- Role of producer
- Pronunciation
- Linguistic choices
- Policy of channel
- Programme Production
- Stages of Production

#### Suggested Readings

1. Londino, C. M. (2016). *The Today Show: Transforming Morning Television*. Rowman & Littlefield.
2. Wood, H. (2009). *Talking with television: Women, talk shows, and modern self-reflexivity* (Vol. 4). University of Illinois Press.
3. Timberg, B. M., & Erler, B. (2002). *Television talk: A history of the TV talk show*. University of Texas Press.

## Course Objectives

In today's world, you can't just say, "I'm not a data person" and hand a task off to another team. Learning, and practicing how to connect with others via data, and how to tell data stories to help you build influence on your team. Data storytelling is an approach for presenting data in a way that is tailored to the needs of a specific audience. The best data stories are insightful, compelling, and inspiring the audience to take action. Proficiency in gathering, analyzing, and visualizing data is essential in journalism today, as commodity content is becoming increasingly ineffective in both serving the public interest and engaging audiences. In this frenzied media climate, it's more important than ever for journalists to gather and analyze data themselves rather than rely on a source's summary and interpretation.

1. This course will introduce students to using data as a source, and "interviewing" datasets using quantitative analysis and data visualization tools.
2. This course will start with building the fundamental skills students need to find and use data in basic news stories and beat reporting.
3. It aims to teach them how to communicate with data, clearly and effectively – by connecting with the audience through news stories and visualization.

## Learning Outcomes

Students will be able to

1. Interpret data to find news stories.
2. Understand and be familiar with different tools and techniques used for data collection, analysis, and interpreting in the field.
3. Compare and set news in context.
4. Form a team to publish data-driven news stories.

## Course Contents

- What is data journalism
- Finding stories in data- asking the right questions
- Sources, and techniques to find the data
- Cleaning data - how to make the data make sense
- Scraping data - using the web as a data source
- Visualizing the data: what works and what doesn't
- Using search data
- Setting up a data team
- Making their data
- Data management
- Planning data-driven investigations
- Data journalism for broadcast and multimedia reporting

## Evaluation

The grading will be based on the stories students have produced and their work into them. They will be evaluated on how well they have been successful in creating databases, retrieving data from outside sources, locating and using public records in different parts of the world, utilizing financial documents in writing a news story.

### **Suggested Readings**

1. Grey, J., Chambers, L., & Bounegru, L. (2012). *The Data Journalism Handbook: How Journalists Can Use Data to Improve the News*.
2. Munzner, T. (1986). *Visualization Analysis & Design Full-Day Tutorial*.
3. Waqas, N. (2020). *Data Journalism In The Newsroom: A Digital Guide*. Media Matters for Democracy.
4. Books on Data journalism can be downloaded from the website <https://datajournalism.com/>.

**BSJS-311**

**Photojournalism**

**03 Credit Hours**

### **Course Objectives**

The course aims at:

1. Introducing students with cameras, lights, photo editing, and photojournalism.
2. Equipping students with photography and photo editing techniques.

### **Learning Outcomes**

After learning the course students will be able to;

1. Capture photos and edit them for journalism purposes.
2. Comprehend various roles, functions, and practicing techniques of photojournalists.

### **Course Contents**

- Understanding Photojournalism
- Foundations of Photojournalism
- DSLR Camera for Photojournalism
- Light for Photojournalism (Light and The Light Meter)
- Understanding Ambient Light and Flash Light
- Understanding Exposure and Zone System
- Lenses for Photojournalism
- Digital Image today's Photojournalism (Science, Illusions, Ethics and Truth)
- Developing of Photographs (Digital Darkroom)
- Digital/Black & White Images for Photojournalism
- Picture Editor
- Understanding Photojournalism
- Methodologies of Photojournalism
- Visualization
- Photojournalistic Composition

- Understanding Picture Categories
- History and Tradition
- Law, Ethics and Cultural Values in Photojournalism
- The Future Press Photographer or Photojournalist
- The Electronic Photojournalism
- The Photojournalistic Assignments

### **Suggested Readings**

1. Monk, B. (1991). *1000 Photography Hints*, Octopus Books
2. Newton, J. (2013). *The burden of visual truth: The role of photojournalism in mediating reality*. Routledge.
3. Peter B. (2006). *Cities: Photographing American Urbanization, 1839–1939* (Albuquerque, New Mexico: University of New Mexico Press, 2006), pp. 271-348.
4. Stott, W. (1973). *Documentary Expression and Thirties' America* (New York: Oxford University Press.
5. Will, S. (2007). "John Beasley Greene", *Encyclopedia of Nineteenth Century Photography* New York and Oxford, England: Routledge, pp. 619-622

**BSJS-312**

**Multimedia Journalism**

**03 Credit Hours**

### **Course Objectives**

1. The purpose of this course is to provide intermediate and advanced training on multimedia journalism, especially regarding the creation of new storytelling techniques developed on digital platforms.
2. Besides this hands-on training, the course will also examine the Digital Revolution and the creation of a global Information Society, with a special focus on the effects these phenomena are having on the media in general, and on journalism in particular.
3. Students will learn how to develop multimedia projects, working with different formats, such as text, hypertext, photos, video, animation, databases, etc. The digital technology training will be placed within journalistic contexts, such as responsible reporting, clear writing, critical thinking, ethical principles, etc.

### **Learning Outcomes**

By the end of the course, students will be able to

1. Produce news stories that can combine different formats of media, such as text, hypertext, photos, video, animation, databases, etc.
2. Identify and analyze storytelling techniques and tools adopted by the news industry will be in a better position to take advantage of the opportunities offered by digital technologies in the journalism field
3. Understand the Digital Revolution's consequences for journalism, how new technologies have changed the ways we gather, produce, distribute and consume news around the world.
4. Use the tools and resources used in multimedia production
5. Demonstrate skills in the areas of filming, editing, and publishing video reports
6. Demonstrate familiarity with the ethics and integrity that have distinguished the media industry

7. Understand how to produce stories that combine media elements including, text, images, audio, video, and interactive graphics.
8. Understand how to produce and publish stories across various media platforms.

## **Course Content**

The course has two components: a seminar session, based on lectures, readings, case studies, and discussions about the ongoing transformations in the media and journalism environments; and a computer lab session dedicated to hands-on experience with the development of multimedia journalism projects for digital platforms. The first component helps students understand the rapidly changing media environment where journalism is practiced nowadays and the creation of a new media ecosystem. The second component intends to give the students tools to work with multimedia narratives more attuned with this new “mediascape.”

- Introduction and overview:
  - Multimedia journalism- Taxonomy of terms
  - Journalists’ changing role
  - History and Platforms for multimedia journalism
  - Multimedia reporting tools
- Cross-Media Convergence
  - What is cross-media convergence?
  - How does convergence fit into multimedia storytelling?
  - Effects of convergence
  - The Multimedia Newsroom
- Digital animation
  - Definition of basic concepts such as pre-production, production, postproduction, keyframing, in-betweens, character vs. effects animation.
  - Visualizing and animating brief story ideas.
  - Planning and producing animations
- Packaging the multimedia story
  - Conceptualizing multimedia story.
  - How to plan a story to incorporate several media in effective ways
  - Storyboard development: Planning a multimedia project through the use of storyboarding – laying the story out visually
  - Putting all the pieces together in one package
  - How to bundle story pieces effectively
- Testing a package before launch
- Legal and Ethical concerns in multimedia journalism
  - Copyright and ownership
  - Slander
  - Privacy
  - Manipulation of digital images, audio, and video – what’s right and what’s wrong with this picture

## **Assignments Requirements**



- Blogs: Each student will be responsible to publish at least five blog posts throughout the semester, on any cultural, political event. At least a couple of posts of each student must include a video or a slideshow.
- Multimedia project: The multimedia project is a journalistic package that combines text, audio, photos, video, animation, and other elements to tell one or several related stories. The text must follow AP style, although adaptations of those rules are acceptable, considering the nature of new media. The projects will be developed in a group of between three to five and each student will publish blogs related to their project, describing its evolution and, if possible, including multimedia pieces, such as video, photos, audio, etc. The project is a journalistic package compiled in Adobe Flash, including text combined with multimedia elements, such as video, audio, and photos.

### Suggested Readings

1. Amobi, T. & McAdams, M. (2012). *Multimedia journalism: Writing and producing content for online*
2. Briggs, M. (2007). *Journalism2.0: How to Survive and Thrive*, J-Lab and the Knight Citizen News Network, Washington, DC, E-book in PDF downloadable from: <http://knightcenter.utexas.edu/journalism20.php>. •
3. Briggs, M. (2010). *Journalism Next: a practical guide to digital reporting and publishing*, CQ Press, Washington, DC,
4. Bull, A. (2010). *Multimedia journalism: A practical guide*. London: Routledge
5. Foust, J. (2008). *Principles and Practices of News for the Web*, Holcomb Hathaway Publishers, Scottsdale, AZ
6. Garrand, T. (2006) *Writing for multimedia and the web: A practical guide to content development for interactive media*. Burlington, MA: Focal Press
7. Kovach, B., & Rosenstiel, T. (2001). *The Elements of Journalism: what news people should know and the public should expect*. Crown Publishers, New York
8. McAdams, M. (2009). *Reporter's guide to multimedia proficiency*
9. McAdams, M. (2009). *Reporter's Guide to Multimedia Proficiency*, e-book downloadable from <http://www.jou.ufl.edu/faculty/mmcadams/PDFs/RGMPbook.pdf>
10. Quinn, S. (2005). *Convergent Journalism: The Fundamentals of Multimedia Reporting*, Peter Lang Publishing, New York, NY
11. Quinn, S. (2009). *Mojo - Mobile Journalism in the Asia Region*, Konrad Adenauer Stiftung, Singapore, – e-book downloadable from [http://www.kas.de/wf/doc/kas\\_18599-544-2-30.pdf](http://www.kas.de/wf/doc/kas_18599-544-2-30.pdf)
12. Shirky, C. (2008). *Here Comes Everybody: the power of organizing without organizations*, Penguin Press, New York

**BSJS-313**

**Internship – II (Radio & Television)**

**0 Credit Hours**

### Objectives & Outcomes

After the completion of internship II, students will be able to:

1. Understand basics, functions, technicalities, and processes involved in Radio and TV journalism.
2. Perform better in the fields of Radio and Television, and produce content independently as well.
3. Discover the field of their interest based on practical experience in the field.

4. Better understand the methods, and how to utilize the perceived knowledge for effective practical outcomes.
5. Understand the working and structure of media organization.

### **Course Description**

During the summer semester, every student is required to work for two months in a Radio Station and a TV center. During the internship, students will spend at least four hours daily in an organization. Every student will submit a verified internship report followed by the viva voice evaluation.

**BSJS-314**

**Quran – VI**

**01 Credit Hour**

سورة الشعرا سورة ص

سمتر VI-

# **Semester – VII**

**BSJS-401**

**Qualitative Research Methods**

**03 Credit Hours**

## **Course Objectives**

The intended aims to teach this course are following

1. The course will give an overview of the qualitative research process and discuss the main components which include research design, research questions, sampling techniques, data collection, and data analysis.
2. Difference between qualitative and quantitative measurements.
3. It will focus on qualitative research methods

## **Course Contents**

- Why qualitative research?
- Theory and Research
- Linking Literature review with research Objectives
- Qualitative Research Design
- Research Questions
- Sampling Techniques
- Qualitative Measurement
- Analysis of Qualitative data
- Focus Group
- Participant observation
- Reference writing
- Writing Research Report

In all sections of the course, review, and discussion of many examples of published research articles on mass communication and journalism in peer-reviewed journals, which have used the techniques learned about in the course. This is for the student to learn by example (from these papers), and also for them to see that what they have learned or covered in this course is indeed being used by other researchers like themselves.

## **Suggested Readings**

1. Erba, J., Ternes, B., Bobkowski, P., Logan, T., & Liu, Y. (2018). Sampling methods and sample populations in quantitative mass communication research studies: A 15-year census of six journals. *Communication Research Reports*, 35(1), 42-47.
2. Hansen, A., Cottle, S., Negrine, R., & Newbold, C. (1998). *Mass communication research methods*. NYU Press.
3. Jankowski, N. W., & Jensen, K. B. (Eds.). (2002). *A handbook of qualitative methodologies for mass communication research*. Routledge.
4. Neuman, L. W. (2007). *Social research methods*, 6/E. Pearson Education India.
5. Trumbo, C. W. (2004). Research methods in mass communication research: A census of eight journals 1990–2000. *Journalism & Mass Communication Quarterly*, 81(2), 417-436.

**BSJS-402**

**Development Journalism**

**03 Credit Hours**

## Course Description

Development Journalism is one of the most necessary branches of journalism, especially in developing states. It does not only report development programs but the issues that need to be addressed at a national level and seek solutions. Therefore, the course introduces students to the art of development journalism and how it can be used for the betterment and growth of the state.

## Course Objectives

The main objective of this course is to help students

1. To understand the concept and issues of development
2. To understand the importance of development journalism in developing countries
3. To understand the importance and use of mass media for the development

## Learning Outcomes

Once students have taken this course, they will

1. Be able to understand the concept and importance of development in a holistic context
2. Be able to understand and evaluate the role of Pakistani media in the Development issues
3. Be able to use different forms of mass media for sustainable development

## Course Contents

- Development journalism: Definition, past, present, and future of development journalism
- Development: definition, types and different approaches of development, Developmental issues of Pakistan
- Significance and scope of development journalism in developing countries e.g. Pakistan and south Asian countries
- Development journalism: Agriculture, Health and Education
- Development journalism: Environment, energy need, and issues, housing and sanitation
- Development journalism: Human rights, consumer rights
- Development journalism: Print and online media
- Development journalism: Radio and TV
- Role of mass media in community development
- Targeted and sustainable development
- Do's and Don'ts of development reporting
- Features, editorials and article writing to support development
- Engaging new media to support development
- Special pages/editions production to support development
- Letters to editor writing practice to support development
- Qualities and responsibilities of development journalist

## Suggested Readings

1. Gonz-alez, A. I., & González, A. (1993). *Journalism and the development of Spanish American narrative* (No. 8). Cambridge University Press.

2. Mcphail, T.L. (Ed). (2009). *Development Communication in Practice*. Hong Kong: Wilkey-BlackWel
3. Servaes, J. (2008). *Communication for development and social change*. New Delhi: Sage Publication.
4. Wahl-Jorgensen, K., & Hanitzsch, T. (Eds.). (2009). *The handbook of journalism studies*. Routledge.

**BSJS-403**

**Peace Journalism**

**03 Credit Hours**

### **Course Objectives**

The main purpose of teaching this course is to help students

1. Analyze the concepts of peace, violence, and conflict.
2. Understand the concept, main theory, and practice of peace journalism.
3. Analyze the differences between traditional/confrontational journalism and peace journalism.
4. Examine the importance of conflict resolution in peace journalism.
5. Examine the dilemmas and obstacles of peace journalism (individual, structural, and ideological).

### **Learning Outcomes**

After taking and completing this course, students will become able to efficiently

1. Critically understand the mainstream media coverage of the conflict.
2. Define the core concepts of peace journalism.
3. Understand how peace journalism can contribute to conflict resolution
4. Positively affect the peace-building process and mitigate conflict through reporting,
5. Offer alternative approaches to negative stereotypes through reporting,
6. Help the audience/citizens understand the deeper and underlying causes of conflicts, what proposals and ideas exist for their resolution.

### **Course Contents**

- Defining Conflict, War & Peace.
- Difference between Conflict reporting & Peace Journalism
- Peace Journalism: New Theoretical Perspectives
- Propaganda, Peace & Mass Media
- Conflict & Peace Journalism in International Context
- Global Standard of Peace Journalism
- Ethics of Peace Journalism
- Social Networks and Conflict Reporting

- Building a peace Journalists Network
- Perspectives on Conflict Resolution
- Peace Journalism Training
- Peace Journalism Case Studies

### Suggested Readings

1. Allen, Tim & Jean Seaton (1999), *The Media of Conflict*, (Zed Books).
2. Anderson, M. B. (1999). *Do No Harm – How Aid can Support Peace or War*, Lynne Rienner Publishers, Boulder, London.
3. Bagdikian, B. (2000). *The Media Monopoly*, 6th ed., Beacon Press, Boston, Mass.
4. Beebe, Shannon & Mary Kaldor (2010), *The Ultimate Weapon is No Weapon: Human Security and the New Rules of War and Peace*, (Public Affairs)
5. Chomsky, N. (1989). *Necessary Illusions*, ZMag online edition, Chapter One, *Democracy and the Media*.
6. Chomsky, N., (2011). 'The skeleton in the closet: the responsibility to protect in history' in Cunliffe, P., (ed.) *Critical Perspectives on the Responsibility to Protect. Interrogating Theory and Practice*, London and New York: Routledge, pp. 11-18.
7. Christian, C. G., Glasser, T., L., McQuail, D., Nordenstreng, K., White, R., A. (2009). *Normative Theories of The Media. Journalism in Democratic Societies*, Urbana and Chicago: University of Illinois Press.
8. Dente Ross, S., Tehranian, M., (eds.) (2009). *Peace Journalism in Times of War in Peace & Policy*, Vol. 13.
9. Entman, R. M. (1993). "Framing: Towards Clarification of a Fractured Paradigm" in *Journal of Communication*, Vol. 43, no. 4, pp. 51-58.
10. Foucault, M. (1977). *Discipline and Punish*, Tavistock: London.
11. Freedland, J., (2011). 'Though the risks are real, the case for interventionism remains strong' in *The Guardian*, 23 March.
12. Galtung, J. & Ruge, M. (1965). 'The structure of foreign news: the presentation of the Congo, Cuba and Cyprus crises in four Norwegian newspapers' in *Journal of Peace Research*, vol. 2, no 1, pp. 64-90.
13. Galtung, J., (1969). 'Violence, peace and peace research' in *Journal of Peace Research*, Vol. 6., no 3, pp. 167-191.
14. Galtung, J., Lynch, J., (2010). *Reporting Conflict: New Directions in Peace Journalism*, St Lucia, Australia: University of Queensland Press.
15. Hawkins, V (2008), *Stealth Conflicts: How the World's Worst Violence is Ignored*, (Ashgate)
16. Hehir, A., (2018). *Hollow Norms and the Responsibility to Protect*, Hampshire, UK: Palgrave Macmillan.
17. Hehir, A., (2012). *The Responsibility to Protect. Rhetoric, Reality and the Future of Humanitarian Intervention*, Hampshire, UK: Palgrave Macmillan.
18. Heinze, E. A., Steele, B. J., (2013). 'The (D)evolution of a norm: R2P, the Bosnia generation and humanitarian intervention in Libya' in Hehir, A., Murray, R., (eds.) (2013) *Libya. The responsibility to Protect and the Future of Humanitarian Intervention*, Hampshire, UK: Palgrave Macmillan, pp. 130-161.
19. Hoskins, A., O'Loughlin, B., (2010). *War and Media: The Emergence of Diffused War*, Cambridge and Malden: Polity Press.
20. Ibrahim S. S., Jake L., & Robert A. H. (2011), *Expanding Peace Journalism*, (Sydney University Press).
21. Jenkins, S., (2015) *Mission Accomplished. The Crisis of International Intervention*, London and New York: I.B. Tauris.

22. Keeble, R., L., Tulloch, J., Zollmann, F. (eds.) (2010), *Peace Journalism, War and Conflict Resolution*, New York: Peter Lang Publishing.
23. Lederach, J. P. (1997) *Building Peace – Sustainable Reconciliation in Divided Societies*, Washington, D.C.: United States Institute of Peace Press.
24. Lynch, J. (2014) *A Global Standard for Reporting Conflict*, New York: Routledge.
25. Lynch, J. & McGoldrick, A. (2005), *Peace Journalism*, Stroud, UK: Hawthorn Press.
26. Mason, P. 'The closer I get to conflict the more I think showing gruesome images can never deter war' in *The Guardian*, 24 November 2014.
27. O'Connell, M., E., (2011) 'Responsibility to peace: a critique of R2P' in Cunliffe, P., (ed.) *Critical Perspectives on the Responsibility to Protect. Interrogating Theory and Practice*, London and New York: Routledge, pp. 71-83.
28. Scott, P., 'Odyssey Dawn and the need for Athena' in *Transcend Media Service*, 4 April 2011.
29. Seaga Shaw, I., Lynch, J., Hackett, R. A., (eds.) (2011) *Expanding Peace Journalism. Comparative and Critical Approaches*, Sydney: Sydney University Press.
30. Shinar, D., Kempf, W., (eds.) (2007) *Peace Journalism: The State of the Art*, Berlin: Verlag Irena Regener.
31. Wolfsfeld, G. (2004), *Media and the Path to Peace*, (Cambridge University Press)  
Spencer, Graham (2005), *The media and peace: from Vietnam to the 'War on terror'*, (Palgrave, Macmillan)

**BSJS-404**

**Media Information and Literacy**

**03 Credit Hours**

### **Course Objectives**

The course aims to:

1. Develop and enhance analytical and critical abilities required to process information and media content.
2. Create awareness about the ethical and legal aspects of the information use and reuse.

### **Learning Outcomes**

Upon successful completion of this course, the students will be able to:

1. Understand the definition, characteristics, and various approaches to media information and literacy
2. Know the role of media literacy in citizen engagement with government and society
3. Provide practical tools for managing media content ethically and professionally.

### **Course Contents**

- What is information? What is media? What is plagiarism?
- Information & media consumption
  - Media consumption and reception
  - Deep web, invisible web, and the filter bubble
- Consumption, resistant readings, and participation
  - Crowdsourcing and authorship
  - Media consumption & participation
  - Participatory media
  - Citizen journalism and citizen activists
  - Media diet, self-reflection, and participatory media
- What is fake news

- News literacy & media ownership
- Confirmation bias
- Bias in search
  - How Google search works
  - Algorithms of oppression
- The information cycle
- Evaluating sources for credibility
- Science literacy and the media
- The media and your health
- Bridging the two cultures (between hard sciences and the arts/humanities)
- Objectivity Vs. Advocacy
- Authorship and cinema
- Privacy & surveillance
- Privacy in the world of face recognition and AI
- Data privacy analysis
- Copyright & intellectual property
- Attribution decay & remix culture: Intertextuality
- Gender & media
- Unpacking privilege
- Identity and the internet

### Suggested Readings

1. Bobo, J. (2004). *The Color Purple: Black women as cultural readers* (pp. 189-204). Routledge.
2. Bump's "BuzzFeed's "Happiest Facts of All Time" Were Mostly Plagiarized from Reddit" and
3. Bush, V. (1945). As we may think by Vannevar bush the Atlantic monthly, July 1945. *Atlantic Monthly*.
4. Campbell, W. J. (2016). 1. "I'll Furnish the War": The Making of a Media Myth. In *Getting It Wrong* (pp. 9-25). University of California Press.
5. Editors Are Trying To Fix Wikipedia's Gender And Racial Bias Problem (2015)
6. Foucault, M. (2017). *What is an Author?* (pp. 284-288). Routledge.
7. Gina Crosley-Corcoran "Explaining White Privilege to a Broke White Person"
8. Greenwald, G. (2014). "The Harm of Surveillance". No place to hide: Edward Snowden, the
9. Hall, S. (2003). *Encoding/decoding* (pp. 127-137). Routledge.
10. How Fake News Goes Viral: A Case Study (Sapna Maheshwari) -
11. How Social Media Is a Toxic Mirror (Rachel Simmons) -  
<http://time.com/4459153/social-mediabody-image/>
12. <http://fairuse.stanford.edu/overview/faqs/copyright-basics/> Copyright Basics FAQ (Stanford University Libraries)
13. <http://health.usnews.com/health-news/health-wellness/articles/2015/04/16/how-mental-illness-is-misrepresented-in-the-media>
14. <http://newsdiffs.org/> Evaluating Sources
15. <http://ngm.nationalgeographic.com/2015/03/science-doubters/achenbach-text>
16. <http://occupywallstreet.net/story/explaining-white-privilege-broke-white-person>
17. <http://video.pbs.org/video/2365251169/> United States of Secrets Part 2



18. <http://www.businessinsider.com/google-algorithm-change-fake-newsrankbrain-2016-12> “Google made changes to its search algorithm that unintentionally made it vulnerable to the spread of fake news”
19. <http://www.cjr.org/resources/index.php> Who owns what (Columbia Journalism Review Tool)
20. [http://www.huffingtonpost.com/2015/04/15/wikipedia-gender-racial-bias\\_n\\_7054550.html](http://www.huffingtonpost.com/2015/04/15/wikipedia-gender-racial-bias_n_7054550.html)
21. <http://www.nature.com/news/policytwenty-tips-for-interpreting-scientific-claims-1.14183> Policy: Twenty tips for Interpreting Scientific Claims
22. [http://www.slate.com/articles/technology/cover\\_story/2016/01/how\\_facebook\\_s\\_news\\_feed\\_algorithm\\_works.single.html](http://www.slate.com/articles/technology/cover_story/2016/01/how_facebook_s_news_feed_algorithm_works.single.html) Who Controls Your Facebook Feed (Slate)
23. [http://www.ted.com/talks/eli\\_pariser\\_beware\\_online\\_filter\\_bubbles?language=en#t-4833](http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en#t-4833) Filter Bubbles
24. <http://www.workforceinstitute.org/blog/scientific-method-isnt-just-scientists/> “The Scientific Method Isn’t Just for Scientists” by Joyce Maroney
25. <https://dianerehm.org/shows/2014-08-19/judging-credibility-news-digital-age> Judging The Credibility Of News In The Digital Age
26. <https://n.pr/2gzn5X6> “Fake or Real? How to Self-Check the News and Get the Facts”
27. <https://vimeo.com/88193574> “Scientific Literacy” (by Neil deGrasse Tyson)
28. <https://www.domo.com/blog/data-never-sleeps-4-0/> Data Never Sleeps
29. <https://www.eff.org/deeplinks/2012/04/4-simple-changes-protect-your-privacy-online>
30. <https://www.lib.ncsu.edu/tutorials/evaluatingresources/> Evaluating Sources for Credibility (NCSSU)
31. <https://www.lib.ncsu.edu/tutorials/peerreview/> The Information Cycle
32. [https://www.nytimes.com/2016/11/20/business/media/how-fake-news-spreads.html?\\_r=0](https://www.nytimes.com/2016/11/20/business/media/how-fake-news-spreads.html?_r=0)
33. <https://www.youtube.com/watch?v=7QWoP6jJG3k> How social media is affecting teens
34. <https://www.youtube.com/watch?v=V06upKOrrNs> Media and Health
35. <https://youtu.be/deSQIS0wA0M> Nancy Franklin on Cognition & Audience Bias
36. [https://youtu.be/E\\_F5GxCwizc](https://youtu.be/E_F5GxCwizc) John Oliver on “Native Advertising”
37. <https://youtu.be/LHew7MqP4UM> How To Read Science News
38. Information Age”
39. Jenkins, H. (2012). Scribbling in the margins: Fan readers/fan writers. In *Textual Poachers* (pp. 204-236). Routledge.
40. Kirstin Fawcett “How Mental Illness is Misrepresented in the Media: Insidious portrayals on TV shape
41. Miller, A. C. (2016). “Confronting Confirmation Bias: Giving Truth a Fighting Chance in the
42. NSA, and the U.S. surveillance state. New York: Metropolitan Books. /content/enforced/210224-
43. Peggy McIntosh “Unpacking the Invisible Knapsack” perceptions about real-life people with psychological disorders
44. Simple Changes to Stop Online Tracking (Electronic Frontier Foundation)
45. “Fact into Fiction” <http://www.theatlantic.com/business/archive/2013/03/buzzfeeds-happiestfacts-all-time-were-mostly-plagiarized-reddit/317576/>
46. “Why Do Many Reasonable People Doubt Science” by Joel Achenbach -
47. 27999.201520/Greenwald\_No Place to Hide.pdf

\*Note: The course is adapted from Southern Illinois University’s website <https://mycourses.siu.edu/>

### Course Description

Journalism Workshops are based on training sessions that are designed to help students get familiar with professional tools and software that are used in the field to create, draft, and publishing of news in all mediums. The introduction and basics of different software will be given by various guest field professionals under the supervision of the department chair.

### Course Objectives

1. To impart training in print, online, mobile, radio, and TV editing as well as production software.
2. To help students understand and learn the basic usage of editing and production software.
3. To prepare future entrepreneurs in the field of media.

### Learning Outcomes

By the end of the workshops, students will be

1. Be familiar with and effectively use the following software for the purpose of creation of content: Octopus 10, Vizrt, Incite, WASP, Final Cut Pro, Adobe Premiere, Kinemaster, Youcut, Corel Draw, Black Magic, Photoshop, and Davinci Resolve.
2. Be able to edit and produce their academic and independent projects.
3. Be able to launch a startup.

**Note:** More programs and software can be included by the trainer at the time of training which is practiced in the media industry. Students will submit four projects (Print, online, radio, and TV) at the end of the semester.

*\*Teacher/instructor may include any other software which is also available and being practiced in the media industry.*



# Semester – VIII

**BSJS-408**

**Media Management and Entrepreneurship**

**03 Credit Hours**

## **Course Description**

Media Management is one of the most demanded skills in the current world. This course introduces students to tools and methods to manage media as well as familiarizes them with the relationship between mass media and entrepreneurship.

## **Course Objectives**

1. To understand an organizational structure and working.
2. To understand the relationship between the media industry and entrepreneurship and its growth in the internet age.
3. To understand the management structure and style in different media organizations of Pakistan.

## **Learning Outcomes**

By the end of the course, students will

1. Be able to understand the relationship between entrepreneur and present media industry
2. Be able to develop and execute a business plan /startup
3. Be able to understand the management style and working of a media organization in Pakistan
4. Be able to effectively analyze issues and propose a management-oriented solution

## **Course Contents**

- Foundations of Organization structure
- Organization Culture
- Organization Change and development
- Basic concepts of entrepreneurship
- Recognizing opportunities and generating ideas
- Developing an effective business plan
- Building a new venture team
- Evaluating the Challenges of Growth
- Management: Definition, past, present, and future
- Management of Private and Public ownership organization
- Organization of Mass Media in Pakistan (Press, online and Radio & TV)
- Personnel administration: Types of media personnel: executive, editorial, and production team.
- Circulation, Advertising, and Financial administration of the media
- Marketing: Definition, past, present, and future
- Current Media trends Marketing of media products
- Social responsibility, media products, and marketing

## **Suggested Readings**

1. Gerke, S., & Menkhoff, T. (Eds.). (2003). *Chinese entrepreneurship and Asian business networks*. Routledge.
2. Hang, M. (2019). *Media corporate entrepreneurship: Theories and cases*. Journal of Media Management and Entrepreneurship. Springer
3. Hébert, R. F., & Link, A. N. (2009). *A history of entrepreneurship*. Routledge.
4. Kääpä, P. (2018). *Environmental management of the media: Policy, industry, practice*. Routledge.
5. Reinders, A., & Freijsen, M. (2012). *The E-Factor: Entrepreneurship in the Social Media Age*. Benbella Books.

**BSJS-412**

**Thesis / 4 Production Projects**

**04 Credit Hours**

### **Final Thesis**

The final thesis will be an original research work presented in the written format of a minimum 10000 (ten thousand) word count. It must be in a proper format and include chapters specific to the academic writing format including introduction, literature review, methodology, findings and analysis, conclusion, and references.

**Or**

### **Final Projects**

A project will be group work and two students will work and submit 4 news production projects i.e. Print, Online, Radio, and TV followed by viva voce exam

- TV News bulletin of 10 min
- Radio New Bulletin of 10 min
- Web News page
- Two blogs on any current issue of social importance

Written work will include background research for the media production, production details including script, screenplay, shooting details, and theoretical details relevant to the genre selected for the production.

- Students will be required to present their proposal for either research projects or thesis in a seminar attended by students and faculty members in the last semester.
- A student will work under the supervision of a faculty member of the Department of Journalism to complete her/his thesis followed by a viva voce exam.

**BSJS-413**

**Quran – VIII**

**01 Credit Hour**

سورة الذاريات تا سورة الناس

**سمتر VII-**

### **Admission Eligibility Criteria**

- Years of Study Completed 12 Years

- Study Program/Subject Intermediate / Equivalent
- Percentage/CGPA 50% / 2.5 CGPA
- Entry Test (if applicable) with minimum requirement: as per University per rule
- Any other (if applicable)

**Assessment and Examinations:**

Sr. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
5.	Formative Assessment	25%	It is a continuous assessment. It includes classroom participation, attendance, assignments, and presentations, homework, attitude and behavior, hands-on activities, short tests, quizzes, etc.
6.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork, and report writing, etc.

**Note:**

2. It is preferable to use the latest available editions of books. One can have the liberty to utilize and consume the content besides recommended lists.

**Optional Courses for BS (Hons)**

Optional courses will be selected by the students. The course will be offered on the availability of

the teachers as well as on the number of students who select any optional course. The teacher offering the course will be responsible to provide the course outline.

1. Analytical and opinion writing
2. Arts and Culture Journalism\*
3. Business Journalism\*
4. Citizen/Public journalism
5. Commerce/Business Journalism

6. Copy editing\*\*
7. Covering Conflict\*
8. Covering Deprivation\*
9. Covering Diversity\*
10. Covering Education\*
11. Covering Environmental Issues
12. Covering Public Health\*
13. Covering Social Movements\*
14. Cultural and Entertainment
15. Disaster Reporting\*
16. Feature and Column Writing
17. Gender Reporting
18. Literary journalism/Narrative nonfiction
19. Magazine design\*\*\*
20. Magazine Journalism
21. Media economics
22. Political Journalism\*
23. Science Journalism\*
24. Sports Journalism\*
25. Visual Journalism/Graphics\*\*

### **Language Courses for BS (Hons)**

#### **1st Summer: Language courses**

Choose any one language

- Arabic
- Spanish

#### **2nd Summer: Language courses**

Choose any one language

- Chinese
- French
- Persian

#### **3rd Summer: Language courses**

Choose any one language

- Balochi
- Punjabi
- Pushto
- Sindhi

### **Award of Degree**

Degree awarding criteria stating:

Degree awarding criteria stating:

- To qualify CGPA percentage required is 50% CGPA
  - Thesis /Project Mandatory
  - Internship Mandatory
  - After completion of two years,/ four semesters Competency Exams will be conducted 60% pass percentage.

- After completion of four years /eight semesters, Comprehensive Exams will be conducted 60% pass percentage.
- After completion of one year/ two semesters, a Language course is compulsory.

### **BS (5<sup>th</sup> Semester) Journalism Studies (2 years Program)**

<b>Sr.#</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Semester V</b>		
1.	Comm. Theories – I	3
2.	Basics of Reporting & Editing	3
3.	Print Journalism – I	3
4.	Radio Journalism – I	3
5.	Television Journalism – I	3
6.	Media Laws & Ethics	3
7.	Quran – V	0
		<b>Total Credit Hours: 18</b>
<b>Semester VI</b>		



1.	Communication Theories – II	3
2.	Quantitative Research Methods	3
3.	Investigative and Interpretative Reporting	2
4.	Print Journalism – II	3
5.	Radio Journalism – II	3
6.	Television Journalism – II	3
7.	Quran – VI	1

**Total Credit Hours: 18**

Semester VII		
1.	Qualitative Research Methods	3
2.	Development Journalism	3
3.	Multimedia Journalism	3
4.	Data Journalism	3
5.	Audio & Video Production	3
6.	Journalism Workshops	3
7.	Quran – VII	0
8.	Internship (Radio & Television) in Summer Vacation	

**Total Credit Hours: 18**

Semester VIII		
1.	Media Management & Entrepreneurship	3
2.	Optional – I	3
3.	Optional – II	3
4.	Optional – III	3
5.	Thesis / 4- Production Projects	4
6.	Quran – VII	1

**Total Credit Hours: 17**

### **Optional Courses for BS (5<sup>th</sup> Semester)**

Optional courses will be selected by the students. The course will be offered on the availability of the teachers as well as on the number of students who select any optional course. The teacher offering the course will be responsible to provide the course outline.

1. Analytical and opinion writing
2. Arts and Culture Journalism\*
3. Business Journalism\*
4. Citizen/Public journalism
5. Commerce/Business Journalism
6. Copy editing\*\*
7. Covering Conflict\*
8. Covering Deprivation\*
9. Covering Diversity\*

10. Covering Education\*
11. Covering Environmental Issues
12. Covering Public Health\*
13. Covering Social Movements\*
14. Cultural and Entertainment News
15. Disaster Reporting\*
16. Feature and Column Writing
17. Gender Reporting
18. Literary journalism/Narrative nonfiction
19. Magazine design\*\*\*
20. Magazine Journalism
21. Media economics
22. Media Information Literacy
23. Mobile Journalism,
24. Peace Journalism
25. Photo Journalism
26. Photo journalism
27. Political Journalism\*
28. Science Journalism\*
29. Sports Journalism\*
30. Visual Journalism/Graphics\*\*