

Complementary Courses for Career related 2(a)

(JOURNALISM & MASS COMMUNICATION AND VIDEO PRODUCTION) (SEMESTERS 3 & 4)

SEMESTER III

CAREER-RELATED FIRST DEGREE PROGRAMME (CBCS)

JOURNALISM & MASS COMMUNICATION AND VIDEO PRODUCTION - Group 2 (a)

Complementary Course III - CREATIVE WRITING: AUEN331.4b

No.of credits: 4

No of instructional hours: 5 hours/week

AIMS:

1. To make the students aware of the various aspects of Creative Writing.
2. To expose and familiarise the students to representative English writers and their works.
3. To equip the students to attempt at practical creative writing.
4. To strengthen the creative talents and writing skills.

OBJECTIVES:

1. To identify different poetic forms.
2. To analyse and appreciate poems and short stories.
3. To write book and film reviews.
4. To appreciate literary works.

COURSE OUTLINE

Module 1: Poetry Writing

Chief elements: theme, structure, imagery and symbols, and rhythm - familiarization with major poetic forms like lyric, sonnet, ode, ballad, epic, dramatic monologue, free verse, etc - representative examples of each type - help the students to come to understand the theme and structure of these poems.

Critical appreciation of the given poems – emphasis on theme, structure, style, symbols, images, rhythm and diction.

- William Blake - “The Lamb”
- Emily Dickinson – “I Heard a Fly Buzz When I Died”
- Robert Frost - “Home Burial”
- Wole Soyinka – “Telephone Conversation”
- Rabindranath Tagore – “Where the Mind is Without Fear”

Poetry writing sessions based on common/everyday themes in various forms – to initiate students into poetry writing.

Module 2: Short Story writing

History – origin – short story vs. novel – characteristic features of short stories in general – plot construction, characterization, narration, local colour, atmosphere and title.

Short Story appreciation: practical sessions - critical appreciation of the given stories - emphasis on theme, structure, style, images and dialogue:

- Saki – “The Open Window”
- Maupassant – “The Diamond Necklace”
- Oscar Wilde – “The Nightingale and the Rose”
- Chinua Achebe – “The Voter”
- O’Henry – “The Last Leaf”
- Kushwanth Singh – “The Portrait of my Grandmother”
- R.K.Narayan – “An Astrologer’s Day”

Practice sessions – building up short stories based on given topics / themes from everyday life and situations.

Module 3: Book and Film reviewing.

Elements of book/film reviewing – pertinent questions that a good review must answer – aim of the reviewer - sample book/film reviews from newspapers and magazines - practice sessions on book and film reviews.

Suggested reading:

- Kamerman, Sylvia E. ed. *Book Reviewing: A Guide to Writing Book Reviews for Newspapers, Magazines, Radio, and Television*. Boston: The Writer, inc., c1978. ISBN: 0871161133
- Corrigan, Timothy. *A Short Guide to Writing About Film*. Longman.

Module 4:

(a) Writing for Children

Varieties – themes – fantasy - language – imparting values and morals – illustrative examples.

Suggested reading:

- Lewis Carroll – *Alice in Wonderland* [Abridged version]
- C.S. Lewis - *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*.
- Khyrunnisa A – *Howzzat Butterfingers!* Puffin Books, 2010.

(b) Detective Stories

Development – features - suspense and atmosphere – technique - choice of characters – dialogue – major contributors – representative examples.

Suggested reading:

- A.C. Doyle: “The Adventure of the Speckled Band”
- Edgar Allan Poe – “The Purloined Letter”
- Agathe Christie – “A Christmas Tragedy”

(c) Science Fiction

Development – features – impact on films – main contributors: H.G. Wells, Aldous Huxley etc
representative examples: *Time Machine* and *Brave New World*.

Suggested viewing:

- *Dr. Jekyll and Mr. Hyde* - R.L.Stevenson.
- *Time Machine* – H.G. Wells.
- *20,000 Leagues Under the Sea* – Jules Verne.

COURSE MATERIAL

General reference:

1. *A Concise Companion to Literary Forms*. Emerald, 2013.
2. Abrams, M. H. *A Glossary of Literary Terms*.
3. Klarer, Mario. *An Introduction to Literary Studies*. Second edition. Routledge, 2009.
4. Prasad, B. *A Background to the Study of English Literature*. Macmillan.
5. Bernays, Anne and Pamela Painter. *What If: Writing Exercises for Fiction Writers*. William Morrow, 1991.
6. <http://www.bartelby.com/verse/>
7. <http://www.poetrytodayonline.com/>
8. <http://www.poetry-online.org/>
9. http://en.wikipedia.org/wiki/Detective_fiction
10. http://en.wikipedia.org/wiki/Short_story

Direction to the Teachers:

- Focus should be on the main points mentioned in the contents of the syllabus. These are to be illustrated with the examples mentioned in the respective modules..
- Practice sessions should be arranged within the classroom to enable the students to try their hands at the various categories mentioned within each module. Multiple examples may also be mentioned in the class.
- **Questions are not to be asked from any of the individual titles/works mentioned; they will be only on general comprehension based on the contents of the course structure mentioned in each module, including the writers mentioned in the syllabus.**

SEMESTER IV

CAREER-RELATED FIRST DEGREE PROGRAMME (CBCS) JOURNALISM & MASS COMMUNICATION AND VIDEO PRODUCTION - Group 2 (a)

Complementary Course IV - ENGLISH FOR THE MEDIA: AUEN 431.4b

No. of credits: 4

No. of instructional hours: 5 per week (Total: 90 hrs)

AIMS

1. To sensitize students to the English language used in the media
2. To make them professionally skilled and employable in the media.

OBJECTIVES

On completion of the Course, the students should be able to

1. explain the nature and scope of the communication media
2. write headlines and articles for newspapers and magazines and design their content
3. produce and present scripts and programmes for Radio and TV
4. design and write webs, blogs and advertisements

COURSE OUTLINE

Module 1

Main-stream media: nature, characteristics, purpose - Print – broadcast - visual media – new/digital media – power and vulnerability of each – media convergence.

Newspapers: News stories, features – Headlines, subheads, captions, reviews.

Vocabulary that can affect the slant, emotive words and neutral words. Cohesion techniques, use of passive structures.

- Writing to answer the five Ws and H
- The inverted pyramid style
- Writing an editorial
- Editing: Cutting dead wood

Planning and Writing features – Editorials – Op-Ed pieces – Interviews: skills needed – Language used - The phrases that are used for the interview for Introductions - Interrupting - Markers for buying time, to elicit more clarity - how to use linguistic ploys – use of connectives to help progression and continuity - use of the right pace, punctuating explanations using the right words - the art of questioning and its overall philosophy.

Analysing news stories and features – political ideologies and language of newspapers – style - House styles of leading newspapers – emphasis given to use of desi words and foreign words.

Magazines: Writing for specific audience - magazine covers – layout - planning content – writing a true-life story - The Magazine Cover lines – The use of imperatives, use of questions in Cover lines -

use of rhyming and alliteration - The use of specific verb forms used to express future - importance of photographs.

Module 2

Radio: Role of presenters – importance of voice, diction, delivery and language - introducing the guests/features/news/Introducing different genres of music, Pre-teach - Vocabulary, relevance of the topic sentence, language used in debriefing, contextual use of phrasal verbs of a DJ or a presenter.

Format of the Radio script- Radio Programming- Writing for different Radio programmes: interviews, talk shows, reviews, music programmes, phone-in or on demand programmes - Translating creative works from other medium: delivering plays and classics, Radio news – news value – news script

TV: Scripts for TV- The pre-production process - Required vocabulary to understand process - The phrases used in conversation, Script writing - Editing a T.V. Documentary - roles of an editor and output editor, – selection of news – language of news writing/reporting.

TV programming: – use of formal/conversational language - abbreviations used in the filming schedule and its relevance - collocations used in T.V. as a medium - the technical vocabulary

Film:

Writing a screenplay – films as a social commentary – language in film: mirroring in-vogue vocabulary, changes with genre - The features of spoken dialogues, how language helps to pitch successfully - The relevance of log line. Vocabulary for Pre-production – Language used in explaining potential problems, presenting solutions

Writing Film Reviews: Pre – Teach Vocabulary, Structure of the Content, Mapping the different stages of how a film is born, Language devices used, Use of Contrasting Information & Additional Information, Vocabulary used.

Module 3

Digital/New Media: E- writing – rules – writing news for the web – House Style of popular news-based websites - blogs - planning and writing a blog - technical writing – search engine optimization – writing for the social media. Use of Noun phrases, the use of pronouns, contractions, comparatives and clauses, the language used for informing and language used in a good blog.

Module 4

Advertising: elements of an advertisement – headlines, subheads, body, slogans etc– writing for advertisements / language of advertisements – creating a print ad –TV ad – radio ad – presenting a finished ad. Language used in print advert, the language of old advertisements and new advertisements, The language of International Brand advertisements and National Advertisements, the multimodalities.

The variety of language devices used in slogans, use of adjectives and verbs, Language of advertising campaigns, Vocabulary of pre-production, Preparing and presenting a finished advertisements, Art in

advertising - Importance of photography – Use of minimalism in language – Writing shadowed by Visual effect - use of Music.

COURSE MATERIAL

Modules 1 - 4

Core reading

English for the Media, Cambridge University Press, 2013.

Further reading

1. Ceramella, Nick and Elizabeth Lee. *Cambridge English for the Media*, CUP, 2008.
2. Marsen, Sky. *Communication Studies*. Indian Reprint. Palgrave Macmillan, 2009.
3. Bruhn Jensen, Klaus, Ed. *A Handbook of Media and Communication Research*. Indian Reprint. Routledge, 2005.
4. Bonima, Andrew and Ken C Pahalman, *Writing for New Media*.
5. Stein, M.L., Susan F. Paterno, R. Christopher, Burnett. *News Writer's Hand book: An Introduction to Journalism*. Second Ed. Black Well, 2006.
6. Kaushik, Sharda, *Script to Screen: An Introduction to TV Journalism*. Macmillan, 2003.
7. Booher, Dianna. *E- Writing: 21st Century Tools for Effective Communication*. Macmillan, 2008.