

**ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ**

**АКТУАЛЬНЫЕ ВОПРОСЫ ЖУРНАЛИСТИКИ**

Учебно – методическое пособие для вузов

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## Пояснительная записка

Учебно-методическое пособие «Актуальные вопросы журналистики» предназначено для студентов 2 курса дневного отделения, обучающихся по специальности «Журналистика» № 030601 . Оно обеспечивает включение студентов факультета журналистики в ситуации профессионально-значимого общения.

Целью данного учебно-методического пособия является овладение иноязычной коммуникативной компетенцией на уровне, достаточном для профессионально-значимого общения.

В процессе работы с данным учебно-методическим пособием решаются следующие задачи:

- развитие умений ознакомительного и поискового чтения с целью получения информации по одной из актуальных проблем современной журналистики;
- развитие умений обсуждать предложенные современные проблемы журналистики в различных формах парного и группового взаимодействия (интервью, пресс-конференция, беседа за круглым столом, дебаты, презентации и др.);
- развитие навыков лексико-грамматического оформления профессионально-значимой речи, смысловой трансформации текста и выделения ключевой информации;
- развитие умений формулировать тезисы устного высказывания и записывать их.

Пособие состоит из 7 частей (units), каждая из которых включает аутентичный текст и блок упражнений, направленных на чтение, понимание,

извлечение информации из текста, а также лексические упражнения и упражнения на обсуждение, которые способствуют развитию коммуникативных умений студентов.

В работе освещаются актуальные вопросы СМИ, а именно: журналистская этика, СМИ как прибыльный бизнес, взаимоотношения журналистов с представителями по связям с общественностью и рекламистами, формат Интернет журналистики и таблоидных изданий, которые обсуждаются в современной прессе и на Интернет - сайтах.

Работа с каждым разделом (unit) требует 4-6 академических часов.

При имеющемся по учебному плану количестве часов (2ч.) данное пособие позволит организовать самостоятельную работу студентов-журналистов по актуальным вопросам журналистики и будет способствовать реализации целей и задач обучения ИЯ.

## Unit 1

### I. Reading

#### 1. Read the text. Mark the following statements as true or false.

1. Journalism is purely entertainment for most people.
2. The judgment of the readers, viewers and listeners doesn't matter much in defining journalism.
3. Journalism is a concept with a single entity and a single purpose.
4. The world has changed a lot since the 1980-s.
5. Journalism has become a product in the modern world.

### What Is Journalism?

To some people in the media industry, journalism is still regarded as a fundamental arm of a civilized society — the oil that makes the machinery of democracy go round. To others in the media, journalism is purely entertainment — something that is measured by ratings or circulation or profits, not by the warm, inner glow of being part of a public trust. And to a newer group of media practitioners, those in the Internet industry, journalism is nothing more than 'content' — a commodity that runs down an information pipeline.

The truth is it doesn't much matter how journalism is defined in the media. What matters is the judgment of the readers and viewers and listeners. To them, journalism is many things — news, information, background, chit-chat, entertainment, commentary. To some people it is even about education— although perhaps we should remember Groucho Marx's comment on that subject: "I find television very educating. Every time somebody turns on the set, I go into the other room and read a book."

The point is the concept of journalism as a single entity with a single purpose is no longer a relevant concept. How can it be, when, to its various audiences, journalism means everything from an earnest editorial in a serious newspaper, to a celebrity scoop in a gossip magazine, to a breezy current affairs program on prime-time television, to a detailed account of a country fete in a regional bi-weekly, to a CNN news flash, to a stock tipster's column on a business website, to a few lines of information on a WAP phone?

### **News as a Public Service**

To those who still cling to either the belief or the hope that journalism is a public trust — the bad news is that the world is a different place now. There is increasingly less time, money or values left to support the view of journalism that was described 80 years ago by the legendary American political reporter, Walter Lippmann, in these words: "The news of the day as it reaches the newspaper office is an incredible medley of fact, propaganda, rumour, suspicion, clues, hopes and fears, and the task of selecting and ordering that news is one of the truly sacred and priestly offices in a democracy."

The idea that owners of media organizations regard the practice of journalism as a public service is as outdated as the idea that businesses operate in the interests of a better world. To quote the words of a cover story in *The Economist* : "The news business used to be a craft, but now it has turned into a manufacturing operation." Or the words of an Australian — the *Financial Review* and ABC journalist Alan Kohler: "From being seen as a service in the public good, subject to powerful overriding ethical considerations, journalism is coming to be viewed as just another part of the spectrum of media content, along with sport, movies, sitcoms, music and so on." These are uncomfortable and often unpleasant days for the industry and the profession. But as a breed of people who are trained to deal in

facts it's time that journalists and the media confronted the reality of what is going on, rather than continued to somehow pretend that the good old days still exist or may miraculously return. The old days are gone forever.

### **Transforming the Family Dynasty**

Journalism and serious media, like many other elements of the best of the 20th century, has been systemically transformed from something that had institutional status into a commodity. Well, the fun is gone. The people who manage today's media companies are employed to be commercial. They have MBAs and marketing degrees, and as highly qualified employees they are not the people to blame personally for what is happening to journalism and the media industry and the ABC. If you want to apportion guilt, blame a system that demands growth and profits and lower costs from every public organization, regardless of whether it produces, journalism or germicides. As *The Economist* noted, journalism is now another manufacturing industry. In comparing that industry to the cottage industry it used to be a decade or two ago, in the days when it still had the sole franchise to report and uncover events in a much slower world, three huge changes stand out in the mind:

- First, the way in which commercialism has become the driving force behind journalism and public broadcasting;
- Second, the extraordinary changes that are unfolding in the technologies that deliver and will deliver journalism and all media;
- And finally, the remarkable rise of public relations as not only an influence, but almost as a kind of partner, in the whole journalistic enterprise of this country.

**2. Read the text again and tick the correct answer.**

1. The concept of journalism is
  - a. a single entity
  - b. has a single purpose
  - c. complex
  
2. Media owners regard the practice of journalism as
  - a. a public service
  - b. a craft
  - c. a manufacturing operation
  
3. Journalism has been transformed into a commodity by
  - a. the people who manage media companies
  - b. highly qualified employees
  - c. a system that demands profits and low costs from it

**II. Vocabulary**

1. **Scan the text and pick out the sentences with the words provided in the box. Underline them. This will help you later to develop the problem of the text.**

account (n) audience (n) celebrity (n) chit-chat (n) circulation (n)  
commodity (n) demand (n) editorial (n) MBA (n) media (n) news flash (n)  
profit (n) public (n) rating (n) rumour (n)

**2. The words given below in the alphabetic order all appear in the article. Match the words in the left-hand column to their definitions on the right.**

- |                |   |
|----------------|---|
| 1. account     | a. desire of customers for goods or services which they wish to buy/use                 |
| 2. audience    | b. group of people who have gathered together to hear or watch sb./sth.                 |
| 3. celebrity   | c. report, description  |
| 4. chit-chat   | d. famous person  |
| 5. circulation | e. financial gain, advantage or benefit gained from sth.                                |
| 6. commodity   | f. number of copies of a newspaper, magazine, etc., sold to the public                  |
| 7. demand      | g. people in general  |
| 8. editorial   | h. special article in a newspaper, etc., giving opinion on some topical issue           |
| 9. MBA         | i. short item of important news broadcast on radio or TV interrupting another programme |

10. media	j. classification or ranking of sb./sth. according to quality
11. news flash	k. means of mass communication, e.g. TV, radio, newspapers
12. profit	l. thing bought in a shop and put to use
13. public	m. chat, gossip
14. rating	n. information spread by being talked about but not certainly true
15. rumour	o. Master of Business Administration (a degree)

**2. Write out the key words from the text that will help you to develop your ideas. Arrange them into groups. Prepare and present the information on the following problems:**

Group 1. The concept of journalism.

Key words and word combinations: regard, society, content, judgment, comment on a subject, etc.

Group 2. News as a public service.

Key words and word combinations: cling to a belief, hope, support, the view, select news, etc.

Group 3. Transforming the family dynasty.

Key words and word combinations: transform something into a commodity, manage media companies, employed, commercial, etc.

### **III. Speaking**

#### **1. Divide into three groups. Explain the following:**

For group 1. Journalism is a complex concept.

For group 2. The world is no longer the same.

For group 3. Journalism and serious media have become a commodity in the modern world.

Useful language: according to the article, as the article goes, the article claims that, it is said that, it is stressed that, it is believed that, it is considered that ... .

#### **Round Table Talk. Discuss these questions.**

1. Is news a product?
2. Should journalism be serious or satisfy the public's needs and wants?

Useful expressions: I think, I believe, I consider, I am certain, I am convinced, in my opinion/view, I don't think, I doubt, I am definitely in favour of/against, I am not sure, I don't believe

**Choose a student who will present the results of your discussion to the rest of the class.**

**Talking point**

Review the text. Tell your friend who is studying economics about the concept of journalism.

**Presentation**

Prepare and act out a presentation on the concept of journalism. One of you is a presenter, the rest of the group are the audience.

**Task for the audience. Write down the questions which you intend to ask.**

**Task for the presenter. Review the article and prepare the presentation.** Greet the audience, introduce the audience to the subject of your speech, outline the main parts of your presentation, encourage the attendees to ask questions. Finally, thank the people for their time and attention.

**Useful language. Introducing yourself and your talk.****Greeting, name, position.**

Good morning. My name is (...) I am the editor of (...)

**Title/Subject.**

I'd like to talk to you today about (...)

I'm going to inform you of ...

- \* describe ...
- \* brief you on ...
- \* explain ...

The subject of my presentation

- \* focus            \* talk
- \* topic            \* speech

### **Purpose/Objective**

We are here today to learn about

\* agree ...

\* decide ...

The purpose of this presentation (talk) is to put you in the picture on ...

### **Outline/Main parts**

I've divided my presentation into ... parts/sections. They are ...

The subject can be looked at under the following headings: ...

First/firstly/first of all ...

Second/secondly/ then/next ...

Finally/ lastly/ last of all ...

### **Questions**

I'd be glad to answer any questions at the end of my talk.

If you have any questions, please feel free to interrupt.

Please, interrupt me if there's something which needs clarifying.

## Unit 2

### I. Reading

#### 1. Read the text. Mark the following statements as true or false.

1. The core principle of international journalism is presenting truth.
2. Accurate reporting is the cornerstone of all civil societies.
3. Journalists are influential.
4. Media are highly stable as businesses.

### Why Be a Journalist?

In this chapter, we describe some of the main reasons people become journalists and discuss some of the dangers and potential pitfalls.

**Serving Society** Many people say they want to become journalists to serve society. Exposing injustice, helping the country in a time of crisis - good journalism does serve society in several ways. But so do other professions: doctors and teachers, for example, or politicians themselves (or so they say). The goal of serving society does not in itself explain why you might want to be a journalist.

**Telling' the Truth'** Journalists often proclaim their dedication to the truth. But "the truth" is a complex concept. Indeed a central principle of international journalism is the aim of presenting competing "truths" in a balanced way. Does a journalist have the capacity to determine the truth, and what happens when you are proved wrong?

**Representing Your Homeland** Many reporters feel strongly about their kin and their homeland. This is natural, especially when they may be under threat. Journalists are, after all, human too, and often identify -consciously or not - with

their community, which can be defined by region, language, religion, ethnicity or nationality. But does a partisan approach conflict with core journalistic principles of objectivity and balance? Journalism must be interesting and readable but a heavily one-sided or lecturing style can be dull and off-putting, especially in a world of "compassion fatigue".

**Highlighting Issues** Journalism helps to inform those in authority of what is really going on in a country. Even with the best intentions, politicians and officials can become isolated from real conditions, surrounded by people anxious to please them and say what they think they want to hear. Journalism can be a valuable direct channel to them. But there are also dangers to be aware of. In seeking to inform VIPs, a journalist may risk succumbing to the same temptation of trying to please a leadership audience in order to maintain acceptance within that community.

**Public Watchdog** A well-informed public is the cornerstone of all civil societies. Hard-hitting but fair journalism about issues that matter to the public helps create pressure for change and improvement. This means access to reliable information about what political leaders and officials are doing. Is government policy fair and effective? Is a particular leader or official honest? Are promised policies and projects going ahead as planned? Are citizens' rights respected? If not, why not? Yet this, perhaps the most classic of journalistic roles, also carries risks. Just like officials, opposition politicians and unofficial groups - including business and nongovernmental organizations (NGOs) - will bombard you with partisan views, challenging your capacity to remain fair and balanced. Muckraking is hardly a way to make friends (or income). "The definition of independence," goes the old journalistic saying, "is when everyone hates you."

**Curiosity** An insatiable curiosity is a common - perhaps indispensable - quality for journalists. Good journalists have a natural nosiness, energizing them to do a good

job and enjoy their work day to day. They are quintessential "news hounds" and read everything they can get their hands on, including or especially newspapers they don't agree with. They care about detail, and always want to know "why?" Then having found something out, they want to tell others.

But this instinct brings its own pressures. The news peg is relentless and requires dedication to stay on top of it. Many reporters tired of the feeling of ignorance, constantly having to brave the first "cold call" when they have to start afresh on a new story they know nothing about. Many journalists in time seek to specialize in particular topics, or yearn for the opportunity to develop detailed knowledge and pursue in-depth writing. Others simply burn out.

**Influence** Journalists can exercise a lot of influence and many journalists are attracted to the media for this reason. Building an audience can be good for your career, and can help you make a difference through your reporting. But it can be dangerous, too. A sense of power can ruin objectivity and impartiality and the reporter will lose credibility if he or she becomes too closely associated with those in power or in opposition. Complacency is fatal for good reporting. Constantly being feted by those seeking to influence you can also have a damaging impact on your health, and in particular on your waistline.

**Fame** Many journalists would like to be famous and it can be an incentive to excelling in the job. A young reporter may be inspired by world-renowned faces such as CNN's Christiane Amanpour, ABC's Peter Jennings or the BBC's Jeremy Paxman, and dream of having their own faces "on the box". The best journalists become famous because of the accuracy and consistency of their work, not the other way around.

**Money** Journalism is a job and a way to make money. Famous names like those mentioned above do indeed pull down comfortable pay packets. In conflict areas, particularly when the international press pack turns up, working as a fixer,

translator or assistant reporter can earn fair money, especially if you are bright, responsible and have good English. But few journalists are among the highest earners, and local wage inflation at the high point of a crisis can evaporate quickly as soon as the story moves on to the next war zone. As businesses, media are highly unstable, and more publishers go bust than retire early.

Worse, a focus on money makes you vulnerable to accepting bribes, dishonest payments, or gifts for favors. Such behavior has absolutely no place in honest journalism, and has destroyed many a good career. If you want lots of money, you would be better off looking for another job.

**Adventure** Many people become journalists because they want adventure -the feeling of waking up and wondering what new awaits them. The ability to speak to a wide range of people and ask them all kinds of (often somewhat impertinent) questions can be exciting. So can foreign travel and, at the extreme, journeys to the frontline of human endurance, such as a disaster area or war zone. With this, too, can come a strong sense of camaraderie, leavening the usual fierce competition within the trade.

But most journalists face a lot of routine and boring work. Reporting on press conferences, business results and endless trials can test endurance in their own ways. Constant travel can be wearing. Waking up in a hotel in the middle of the night and not being able to remember which city you are in is very disorienting. Personal and family lives often suffer, made worse by alcohol and drug abuse and the ever-present cigarette. A growing movement within the industry recognises the extreme stress faced by journalists, providing hostile-environment training, counselling for those suffering post-traumatic stress disorder (PTSD) and, all too often, memorials for those killed in action.

**Love of Craft** Many journalists do it for a very simple reason - because they love it. A radio or TV presenter in full flow during a live broadcast can feel very gratified in an exciting task well executed (although the inevitable flubs are horrifying). The best reporters pore endlessly over reports or doggedly pursue their sources because they are driven to do so. Top editors simply love words, cleanly and crisply presented. It feels great to be good at what you do.

But it is important to recognize what journalism is and what it is not. Most importantly, it is for the moment and not for the ages. Journalism is not literature and a news broadcast is not a feature film. Purple prose and over-dramatizations are signs of journalistic immaturity and can be embarrassing in the cold light of day. Concentrating too much on the writing and the precise turn of phrase can be an obstacle to good reporting and the need to concentrate on the facts. Speed often matters more than depth, and deadlines invariably undermine absolute quality. As Elvis Costello sings: "Yesterday's news is tomorrow's fish and chip paper."

**2. Read the text again and tick the correct answer.**

1. Journalists serve society

- a. better than people in other jobs
- b. in different ways
- c. in a time of crisis

2. Journalism

- a. isolates politicians and officials from the real world
- b. is a channel to inform people in authority
- c. informs VIPs of danger to be aware of

3. A sense of power
  - a. is unattractive for many journalists
  - b. can damage objectivity and credibility of reporting
  - c. improves your health
  
3. The highest earners in journalism
  - a. accept bribes
  - b. make money in other jobs
  - c. are few
  
4. Many people become journalists because
  - a. they want adventure
  - b. they don't like routine work
  - c. they like travelling

## II. Vocabulary

**1. Scan the text and pick out the sentences with the words provided in the box. Underline them. This will help you later to develop the problem of the text.**

accuracy (n) aware (adj) bribe (n) community (n) credibility (n) expose (v)  
 goal (n) income (n) obstacle (n) proclaim (v)

**2. The words given below in the alphabetic order all appear in the article. Match the words in the left-hand column to their definitions on the right.**

- |             |   |
|-------------|---|
| 1. accuracy | a. thing given, offered or promised to sb.<br>to influence or persuade him to do sth. for |
|-------------|---|

- |                |  |
|----------------|--|
|                | the giver  |
| 2. aware       | b. thing in the way that stops progress                                      |
| 3. bribe       | c. money received over a certain period                                      |
| 4. community   | d. the people living in one place, district or country considered as a whole |
| 5. credibility | e. precision, exactness  |
| 6. expose      | f. quality of being believable, accepted, trusted                            |
| 7. goal        | g. uncover, make visible, display  |
| 8. income      | h. aim   |
| 9. obstacle    | i. make known officially, publicly   |
| 10. proclaim   | j. having knowledge or realization of sth.                                   |

**3. Write out the key words from the text that will help you to develop your ideas. Arrange them into groups. Prepare and present the information on the following problems:**

Group 1. Serving society.

Key words and word combinations: to serve society, to expose injustice, a time of crisis, a way, in a way, in several ways, etc.

Group 2. Telling the truth.

Key words and word combinations: proclaim, dedication to the truth, central principles, etc.

Group 3. Representing your homeland.

Key words and word combinations: feel strongly about, to be under threat, kin, identify, community, etc.

Group 4. Highlighting issues.

Key words and word combinations: authority, inform sb. of sth., intention, politician, official, become isolated from, etc.

Group 5. Public watchdogs.

Key words and word combinations: well-informed, cornerstone, civil society, fair journalism, matter, etc.

Group 6. Curiosity.

Key words and word combinations: insatiable curiosity, common, indispensable, have a nosiness, etc.

Group 7. Influence.

Key words and word combinations: exercise influence, attracted to the media, for this reason, career, make a difference, etc.

Group 8. Fame.

Key words and word combinations: incentive, excelling in job, be inspired, etc.

Group 9. Money.

Key words and word combinations: make money, pull down, pay packets, etc.

Group 10. Adventure.

Key words and word combinations: await, a wide range of people, impertinent questions, etc.

Group 11. Love of the craft.

Key words and word combinations: in full flow, live broadcast, feel gratified, etc.

### **III. Speaking**

**Divide into five groups. Explain the following:**

For group 1. Journalism must be interesting and readable, but a heavy one-sided or lecturing style can be dull and off-putting.

For group 2. Journalism helps create pressure for change and improvement.

For group 3. Many journalists in time seek to specialize in particular topics.

For group 4. Journalism is a way to make money.

For group 5. Speed often matters more than depth.

Useful language: according to the article, as the article goes, the article claims that, it is said that, it is stressed that, it is believed that, it is considered that ... .
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**Round Table Talk. Discuss the following ideas.**

1. It feels good to be good at what you do. Do you agree?
2. Yesterday's news is tomorrow's fish and chip paper. Do you agree?
3. Journalism is for the moment and not for the age. Do you agree?

Useful expressions: I agree, very true, that's a good point, right, absolutely; I disagree, I don't agree, I'm afraid you are wrong here, very interesting but don't you think that ... , wouldn't you say that ... .

**Choose a student who will present the results of your discussion to the rest of the class.**

### **Talking point**

**Work in pairs. Discuss the excitement and reality of being a journalist.**

**Task for student A.** You want to take up journalism. You are excited but you understand that there are possible dangers in your future career. Make a list of questions to ask an experienced journalist about his job.

**Task for student B.** You are an experienced journalist. Review the text and tell Student A about the excitement, routine and pitfalls of your job.

## **Unit 3**

### **I. Reading**

**1. Read the text. Mark the following statements as true or false.**

1. Journalism is highly profitable business.
2. Some news organizations must sacrifice quality and traditional values for the sake of survival.
3. The quality of journalism is improving in tough economic environment.
4. Financial pressures do not allow journalists to do their work properly.
5. Good journalism is non-profit.

### **The Business of News**

It's easy to forget that journalism is a profit-making enterprise- if you're not working in the newsroom. Journalists face constant pressures from business managers to produce news that not only keeps informed of the day's events, but that also sells. Operating in an environment where success is measured by bottom-line results, journalists struggle to balance profitability and social responsibility.

Extra! Extra! Read all about it!

The news media have experienced dramatic change since the news was marketed on street corners by young boys shouting these words. Today, sophisticated marketing strategies help news organizations deal with the complexities of market forces and the economic realities of the news business. Those realities include increasing competition, monopoly ownership, and a bottom-line focus. This list says little about journalistic integrity, quality news, or ethical reporting. It simply reflects the fact that most news organizations are profit-driven institutions that must make money to survive. What this means for journalists is that they are frequently caught between the public service priorities of journalism and organizational concern for the bottom line. Often forced to focus more on what sells than on what's important, many journalists are increasingly concerned about the declining quality of journalism.

Financial pressures affect the quality of news in numerous ways, most notably in the dwindling resources dedicated to gathering and reporting information. As the price of newsprint goes up, news budgets go down. As concerns about a news organization's stock go up, news budgets go down. For lots of other reasons, news budgets go down. The result in many cases is that journalists aren't able to do the kind of work they entered journalism to do.

Operating without adequate resources, reporters, editors, and news directors sometimes fill the news hole with either what is available or what is most easily

covered. Hastily scanned wire service reports, slightly edited news releases, and prepackaged video provided by public relations sources often make up the day's news. In some newsrooms, investigative reporting is a luxury that can no longer be afforded. All this seems to paint a rather bleak picture for the future of journalism. Although profits may represent success to shareholders, financial gain may mean a departure from traditional journalistic values for those in the newsroom. Of course, that's not the case in all news organizations. Good journalism can be profitable.

## **2. Read the text again and tick the correct answer.**

1. Business managers force journalists to produce news which

- a. keeps informed of current events
- b. sells well
- c. keeps informed and sells well

2. Economic realities of the news business

- a. has little to do with ethical reporting
- b. increase competition in the media
- c. force journalists to make money to survive

3. Financial pressures

- a. enables journalists to do the kind of work they have to do
- b. affect the quality of news
- c. make investigative journalism a luxury

## **II. Vocabulary**

**1. Scan the text and pick out the sentences with the words provided in the box. Underline them. This will help you later to develop the problem of the text.**

available (adj) competition (n) concern (n) cover (v) decline (n)  
 enterprise (n) integrity (n) investigation (n) hole (n) shareholder (n)

**2. Match the words in the left-hand column to their definitions on the right.**

- |                  |   |
|------------------|---|
| 1. available     | a. owner of shares in a business company                      |
| 2. competition   | b. project, especially one that is difficult or needs courage |
| 3. concern       | c. event in which people compete, contest                     |
| 4. cover         | d. worry, trouble, anxiety                                    |
| 5. decline       | e. gap  |
| 6. enterprise    | f. that can be used or obtained                               |
| 7. integrity     | g. report on major events                                     |
| 8. investigation | h. examining in order to obtain the truth                     |
| 9. news hole     | i. gradual, continuous loss of strength, power, number        |
| 10. shareholder  | j. condition of being whole or undivided                      |

**3. Write out the key words from the text that will help you to develop your ideas. Arrange them into groups. Prepare and present the information on the following problems:**

Group 1. Journalism as a profit-making enterprise.

Key words and word combinations: profit, make profit, enterprise, newsroom, face pressure, etc.

Group 2. A dramatic change in the news media.

Key words and word combinations: experience a change, market news, sophisticated marketing strategy, etc.

Group 3. Financial pressures.

Key words and word combinations: affect, quality of news, in numerous ways, notably, etc.

### **III. Speaking**

**Divide into three groups. Explain the following:**

1. Journalism is a profit-making enterprise.
2. Journalists struggle to balance profitability and social responsibility.
3. Financial gain may mean a departure from traditional values.

Useful language: according to the article, as the article goes, the article claims that, it is said that, it is stressed that, it is believed that, it is considered that ... .

**Round Table Talk. Discuss these questions.**

1. How can news media best balance profitability and social responsibility?
2. Can good journalism be profitable?
3. Will commercial journalism replace serious journalism?

Useful expressions: I think, I believe, I consider, I am certain, I am convinced, in my opinion/view, I don't think, I doubt, I am definitely in favour of/against, I am not sure, I don't believe.

**Choose a student who will present the results of your discussion to the rest of the class.**

**Task for individual work.**

What are the prime examples of popular magazines and tabloid newspapers in Russia? What makes them popular with crowds? Choose a magazine or newspaper from your own sources and bring it to class. Consider its content (issues covered), size, circulation, cost.

Prepare and present the information in class.

**Start this way:**

The purpose of this talk is to put you in the picture about ...  
to give you the background to ...

Let's look at ...

I'm going to present ...  
to explain why ...  
to inform you ...  
to describe ...

We are here to learn about ...  
to decide ...

**Unit 4****I. Reading****1. Read the text. Mark the following statements as true or false.**

1. PR practitioners and advertisers provide news media with information.
2. Journalists are used by PR professionals as a tool to reach their target audiences.
3. PR professionals are viewed to be equals by journalists.
4. Both journalists and PR practitioners are responsible for conveying information ethically.
5. News media depend on advertising revenue.

**Influencing the News****Working with PR Practitioners and Advertisers**

Many of the resources that keep the news media operating come from the public relations and advertising industries. Public relations sources provide a significant portion of the information included on the news agenda, while advertising dollars provide most of the financial revenue that keeps presses running and stations on the air. The potential influences of these industries on the news product create special ethical demands for journalists.

**Working with Public Relations Professionals**

The news media rely on public relations practitioners to provide what many of them cannot afford to gather on their own: primarily background, explanation, and context. In some cases, the information that reaches the news audience comes directly from public relations sources. Although many journalists accept public relations information with a wary eye, they generally view the material as accurate and often use it in developing stories.

The bridge between journalists and public relations professionals is information, with practitioners in both fields playing important roles in shaping the news received by various audiences. In the process of getting information to the public, journalists are the gatekeepers, and - in most cases - public relations professionals are those who must knock on the gate. Journalists shape the issues agenda - what the public will see and hear - while public relations practitioners try to get their clients' concerns included on that agenda.

A simple analysis of the daily newspaper will show that many of the stories originated from public relations sources. Company announcements regarding personnel changes, earnings reports, and special events are released by corporate communications representatives. Reports on the activities of government agencies come from public information officers. New product/service announcements are often developed by public relations agencies.

The idea that public relations people will do just about anything to protect their clients from potentially damaging publicity can be traced all the way back to journalism school in some cases. Some of today's journalists were actually taught that public relations is inherently unethical. For example, in writing about what he calls the "non-ethical priorities" of public relations, mass communication professor Dave Berkman says: "The bottom line in PR is to make the client look good. If, in a given instance, it happens that truth and desired image coincide, fine; but that is only a coincidental concern." Is it surprising that research shows that journalists do not view public relations professionals to be their equals in terms of doing their respective jobs ethically?

Journalists' negative attitudes toward public relations professionals may be exacerbated by the fact that many public relations professionals are former journalists. Sometimes viewed as having sold out to a less-worthy profession (which offers considerably higher salaries), these journalists-turned-public relations professionals must suffer the disdain of their former colleagues in the media.

Reaching all these goals requires cooperation as well as autonomous action by public relations and journalism professionals. Serving the public interest is a driving force behind journalism and public relations. The majority of public relation professionals are committed to serving the public interest as well as their clients. Excellent public relations is based on principles of social responsibility.

**2. Read the text again and tick the correct answer.**

1. Many journalists
  - a. do not accept PR information
  - b. never use PR materials in developing stories
  - c. rely on PR information
  
2. Research shows that journalists
  - a. do not view PR professionals as equals
  - b. consider PR ethical
  - c. always make the client look good
  
3. Many PR professionals
  - a. are former journalists
  - b. earn less than journalists
  - c. offer higher salaries to journalists

**II. Vocabulary**

**1. Scan the text and pick out the sentences with the words provided in the box. Underline them. This will help you later to develop the problem of the text.**

agenda (n) announcement (n) bias (n) content (n) convey (v)  
 publicity (n) release (v) revenue (n)

**2. Match the words from the left-hand column to their definition on the right.**

- |                 |   |
|-----------------|---|
| 1. agenda       | a. objective, aim   |
| 2. announcement | b. state of being known to, seen by the public, providing information in order to attract attention                   |
| 3. bias         | c. allow sth. to be made known  |
| 4. content      | d. list of matters of business to be discussed at a meeting   |
| 5. convey       | e. income, especially the total annual income of the state from taxes   |
| 6. publicity    | f. statement in a spoken or written form that makes sth. known  |
| 7. release      | g. which is written or spoken about in a book, article, a programme, speech   |
| 8. revenue      | h. make ideas, feeling known to another person  |
| 9. target       | i. opinion or feeling that strongly favours one side in an argument or one item in a group, predisposition, prejudice |

**3. Write out the key words from the text that will help you to develop your ideas. Arrange them into groups. Prepare and present the information on the following problems:**

Group 1. Sources of information.

Key words and word combinations: keep the news media going, come from an industry, news agenda, include on the agenda, etc.

Group 2. Working with PR professionals.

Key words and word combinations: rely on sb., afford, on one's own, background, accept information, wary eye, etc.

### **III. Speaking**

**Divide into three groups. Explain the following:**

1. The bridge between journalists and PR practitioners is information.
2. To PR practitioners, the news media are tools or channels of communication.
3. PR people will do anything to protect their clients from damaging publicity.

Useful language: according to the article, as the article goes, the article claims that, it is said that, it is stressed that, it is believed that, it is considered that ... .

**Round Table Talk. Discuss these questions.**

1. Should journalists consider PR practitioners to be “enemies” or friendly sources?

2. How can journalists and PR professionals develop more harmonious working relationships?
3. Do advertisers have a right to try to influence news coverage, because they contribute so much of news organizations' revenue? How far should the news media go to keep advertisers happy?

Useful expressions: I think, I believe, I consider, I am certain, I am convinced, in my opinion/view, I don't think, I doubt, I am definitely in favour of/against, I am not sure, I don't believe.

**Choose a student who will present the results of your discussion to the rest of the class.**

### **Searching for information**

Many PR professionals are former journalists. Search the Internet or other media sources to find out about a successful PR man who used to be a journalist. Present the gathered information in class.

## **Unit 5**

### **I. Reading**

**1. Read the text. Mark the following statements as true or false.**

1. Online journalism has a long history.
2. A Web site is made up of 1 page.
3. Room is limited online.
4. Online journalism means publishing on the Net.
5. Few media outlets have their online versions.

## Online Journalism

This new type of journalism is so recent, media scholars and journalists are still trying to define it. However, a series of features belonging to online journalism is more or less universally agreed upon. Everybody agrees that online journalism is that type of journalism using new media as a means of disseminating information. Although this chapter mainly refers to the Internet, new media are, of course, not limited to the Net. Mobile telephony, for example, is rapidly becoming a medium for disseminating information, with the growing popularity of services such as text and multimedia messaging.

Among the characteristics of online journalism are immediacy, the use of multimedia, flexible delivery platforms, archiving, nonlinear construction of stories and content consumption, interactivity and linkage. The Internet has stolen from the radio the title of the most immediate medium. On the Web, there is the potential to update your news, showbiz and any other pages simultaneously and repeatedly, minute by minute, to give both the latest news and low-down on the pop star. A single news site can post dozens of different updates on stories every few minutes.

As a Web site is composed of a multitude of pages, the Internet has a huge advantage compared to other media: virtually unlimited room. In print media, journalists are limited by the number of pages of a newspaper, and the amount of space allocated to beats and individual stories. In radio and TV, time is the factor that limits coverage. The use of multimedia is another element which can separate online journalism from the rest. Web sites can offer a variety of features: text, audio and video files, graphics and little programmes such as forms or even games, which can add value to stories. Using multimedia in Web sites is actually the first step of media convergence, or the melting of borders between various media. The Internet is more than an alternative to print and broadcast; it is allowing television, radio and text to be combined in a single medium, and Web sites such as [CNN.com](http://CNN.com) or [BBC.co.uk](http://BBC.co.uk) are telling examples of how text, sound and video can be integrated

into online reports. For example you can hear the eye-witness account while reading the journalist's report.

Can we talk of online journalism in developing countries such as Russia, where Internet penetration is still much lower than in established Western economies? How do the specific rules and principles of online journalism apply in these countries? Is there any online journalism, and are there any online journalists in Russia? If the answer is yes, what is the state of online journalism here?

Online journalism, or, to be more specific, Internet journalism means producing stories especially for the Web. However, the act of simply publishing on the Net cannot be called online journalism. Almost all Russian newspapers, wire services, television and radio stations have online versions. But this mere fact does not automatically make the sites' content worth calling online journalism, nor does it make online journalists out of those who sign the stories. Online journalism also means a different treatment of information, and a different way of organizing the story. The non-linear structure, the links, the elements which stimulate interactivity are some of the principal elements that distinguish online media from other types of journalism. Most Russian media outlets are present online. However, many Web sites are poorly designed and maintained, and do not take advantage of the Web's possibilities to offer interactive content and frequent updates. Most Web sites' content is shovelware, that is, the newspaper's content is pasted on to the Web page.

Thus, the main question to be asked about the Russian new media is, do Russian journalists produce especially for the Web? The answer to the question seems to be, 'not at this point'. There is still little content on the Russian Web sites which can be called online journalism. Most content on Russian news sites is still shovelware, that is, stories appearing in the traditional format are simply copied and into the online version.

**2. Read the text again and tick the correct answer.**

1. The biggest advantage of a Web site is
  - a. immediacy
  - b. unlimited room
  - c. interactivity
  
2. Using multimedia in Web sites
  - a. creates media convergence
  - b. sets borders between various media
  - c. separates journalists
  
3. Online journalism means
  - a. publishing stories on the Net
  - b. organizing and treating information differently
  - c. copying traditional stories into online versions

**II. Vocabulary**

**1. Scan the text and pick out the sentences with the words provided in the box. Underline them. This will help you later to develop the problem of the text.**

broadcast (v) consumption (n) convergence (n) deliver (v) disseminate (v)  
interact (v) low-down (v) online (adj) outlet (n) update (v)

**2. Match the words from the left-hand column to their definitions on the right.**

- |                |  |
|----------------|--|
| 1. broadcast   | a. connected to and controlled by computer                           |
| 2. consumption | b. spread ideas, beliefs widely                                      |
| 3. convergence | c. take letters, goods to the places or people they are addressed to |
| 4. deliver     | d. bring sth. up to date, modernize, give sb. the latest information |
| 5. disseminate | e. using up of food, energy, resources                               |
| 6. interact    | f. tell sb. the true facts   |
| 7. low-down    | g. identity, similarity  |
| 8. online      | h. send out by radio or TV; speak or appear on radio or TV           |
| 9. outlet      | i. act or have an effect on each other, act together, communicate    |
| 10. update     | j. means of releasing energy, information                            |

**3. Write out the key words from the text that will help you to develop your ideas. Arrange them into groups. Prepare and present the information on the following problems:**

Group 1. The new type of journalism.

Key words and combinations: type, recent, media scholars, define, feature, etc.

Group 2. Characteristics of online journalism

Key words and combinations: immediacy, multimedia, flexible delivery platforms, etc.

Group 3. Web site composition.

Key words and combinations: multitude, a huge advantage, virtually unlimited room, etc.

### **III. Speaking**

**Divide into three groups. Explain the following:**

1. The Internet has a huge advantage compared to other media.
2. The act of simply publishing on the Net cannot be called online journalism.
3. Online journalism means a different treatment of information, and a different way of organizing the story.

Useful language: according to the article, as the article goes, the article claims that, it is said that, it is stressed that, it is believed that, it is considered that ... .

**Round Table Talk. Discuss the following ideas.**

1. Online journalism has a big potential market in Russia.
2. How can online journalism help melt borders between various media?
3. More and more people prefer to surf the Internet for information and do their shopping online. What are the advantages of online services compared to traditional ones?

Useful expressions: I think, I believe, I consider, I am certain, I am convinced, in my opinion/view, I don't think, I doubt, I am definitely in favour of/against, I am not sure, I don't believe.

**Choose a student who will present the results of your discussion to the rest of the class.**

### **Searching for information**

Most magazines have their online versions. Study the way of organizing and treating information. Which version is preferable for you and why? Share your ideas in small groups.

## **Unit 6**

### **I. Reading**

**1. Read the text. Mark the following statements as true or false.**

1. Headline writers have plenty of material.
2. Sensationalism does not affect ethical issues of journalism.
3. It is merely the public's demands for spicy news that creates sensationalism.
4. Journalists do not influence the public's tastes.
5. Substantive information does not appeal to readers.

### **Tabloid Journalism**

For those who like sensational news, these are sensational times.

Headline writers are never short of material. Barely does one scandal fade away before another takes its place.

Plenty of ethical issues are affected by sensationalism. Perhaps the most important is the never-ending task of defining "newsworthy." What the public purportedly wants to know should not automatically be allowed to overwhelm what the public

needs to know. Sometimes, however, that happens; so much time and effort are spent covering the sensation of the moment that other stories go under- or unreported. And even when the sensational story includes some legitimate news, that aspect may be neglected while journalists concentrate on the sordid and spicy.

Journalists may profess to be merely responding to the public's demands for information about the cause celebre of the moment. But news organizations themselves often create the self-perpetuating messes in which they claim to be trapped.

The numbers of sensation fans are too large to be ignored while appeal of such tales is not hard to understand. With plenty of statistical and anecdotal evidence that news consumers want this kind of story, some journalists trample their profession's ethics in the rush to proclaim the next sensation. Fundamental values, such as fairness, are often neglected.

In fact, journalists will abandon even their cherished (and valuable) skepticism if the story promises to be lurid enough. When disbelief is suspended, commitment to accuracy suffers. Fact-checking happens after the first run of stories, if at all.

The public knows what to expect from print or broadcast tabloids. When, however, tabloidism spreads into mainstream journalism, the line between hard news and sensationalized speculation becomes harder to discern.

Ethical standards can collapse quickly, and soon the mainstream news organizations may find themselves not just matching but outdoing the tabloids.

This is not to say that the news media may escape responsibility by claiming, "We only give what they want; they-not we-are the prurient slob." If a profession collectively embraces ethics, its members implicitly accept a leadership role in setting and maintaining standards. For example, journalists should acknowledge their influence in the public's determination of what is and is not "tasteful". This definition evolves gradually, shaped in part by personal standards but certainly affected by the news media's decisions about what to cover and how to cover it.

Sensationalism will fill the vacuum created by the absence of substantive information. If journalists were to do a better job of providing substance, sensationalism might lose some (but certainly not all) of its appeal.

**2. Read the text again and tick the correct answer.**

1. The most important ethical issue affected by sensationalism is

- a. under-reporting
- b. un-reporting
- c. defining what is worth being called news

2. Sensationalism

- a. creates an army of fans
- b. affects commitment to accuracy
- c. can be neglected

3. Sensationalism might lose some of its appeal if journalists

- a. changed their personal standards
- b. provided substantive information
- c. did their job better

**II. Vocabulary**

**1. Scan the text and pick out the sentences with the words provided in the box. Underline them. This will help you later to develop the problem of the text.**

abound (v) appeal (v) cause celebre (n) commitment (n) discern (v)  
 fair (adj) legitimate (adj) lurid (adj) neglect (v) outdo (v) sordid (adj)  
 spicy (adj) substantive (adj) suspend (v) trample (v)

**2. Match the words from the left-hand column to their definitions on the right.**

- |                    |   |
|--------------------|---|
| 1. abound          | a. in accordance with the law, rules; lawful                          |
| 2. appeal          | b. give no or not enough care, attention                              |
| 3. cause celebre   | c. exciting, interesting especially scandalous                        |
| 4. commitment      | d. dirty and unpleasant   |
| 5. discern         | e. celebrity, famous person   |
| 6. fair            | f. tread heavily on sb. or sth. so as to cause damage and destruction |
| 7. legitimate      | g. treating each person, side equally and according to the law, rules |
| 8. lurid           | h. go away not intending to return                                    |
| 9. neglect         | i. bright, sensational, shocking                                      |
| 10. outdo          | j. stop temporarily   |
| 11. sordid         | k. state of being dedicated or devoted                                |
| 12. spicy          | l. to see clearly   |
| 13. substantive    | m. do more or better than sb.   |
| 14. suspend        | n. genuine or actual, real  |
| 15. trample ethics | o. to be attractive or interesting                                    |

**3. Write out the key words from the text that will help you to develop your ideas. Arrange them into groups. Prepare and present the information on the following problems:**

Group 1. Sensational times and ethical issues.

Key words and combinations: to be short of sth. (material), scandal, fade away, be affected by, newsworthy, etc.

Group 2. Respond to the public's demands.

Key words and word combinations: respond, demand for create messes, claim, be trapped, etc.

Group 3. Ethical standards can collapse.

Key words and word combinations: collapse, mainstream organizations, match sb. or sth., outdo sb. or sth., escape responsibility, etc.

### **III. Speaking**

**Divide into three groups. Explain the following:**

1. Plenty of ethical issues are affected by sensationalism.
2. News organizations themselves often create the messes in which they claim to be trapped.
3. Journalists will abandon even their cherished skepticism if the story promises to be lurid enough.

Useful language: according to the article, as the article goes, the article claims that, it is said that, it is stressed that, it is believed that, it is considered that ... .

**Round Table Talk. Discuss these questions.**

1. Why is tabloid journalism so popular?
2. What is the difference between sensational news and sensational trash?

Useful expressions: I think, I believe, I consider, I am certain, I am convinced, in my opinion/view, I don't think, I doubt, I am definitely in favour of/against, I am not sure, I don't believe.

**Choose a student who will present the results of your discussion to the rest of the class.**

### **Talking point**

Work in small groups. Agree or disagree with the following idea.

Kind words are not often heard about tabloids as sensationalism may overwhelm truth and fairness. But a substantial portion of the public is certain to retain its loyalty to tabloid style news. Journalists should recognize this and work to keep the minimalist ethics of tabloidism from having too much influence on the standards of mainstream news.

Useful expressions: I agree, very true, that's a good point, right, absolutely; I disagree, I don't agree, I'm afraid you are wrong here, very interesting but don't you think that ... , wouldn't you say that ... .

## **UNIT 7**

### **I. Reading**

**1. Read the text. Mark the following statements as true or false.**

- a. Ethics and morality are not the same.
- b. Accuracy tops the list of journalistic values.
- c. Doing journalism is not easy.

## **Toward a More Ethical Journalism**

Ethics involves defining individual, organizational, and societal values that are morally acceptable and using those values as the basis of human behavior. Although ethics and morality are not the same, the two words are easily confused. While morality refers to behavior that is socially acceptable, ethics deals with the criteria by which decisions about right and wrong are made.

Identifying the values on which a system of ethics should be built is not an easy task, but it is a necessary one. Values represent the enduring beliefs that people find important. Individuals have value systems that reflect their upbringing and experiences. Institutions have value systems that, generally, are defined by institutional executives. Industries and professions also have value systems. For example, a traditional journalistic value is the pursuit of truth. Regardless of intervening forces and factors, the ideal of discovering truth guides journalists in their work.

The process of identifying journalistic values ensures that journalistic decisions are not based on personal biases or prejudices, but rather that they reflect the ideals of journalism. Journalistic values should be based on the media's role within society and on the obligation to provide valid accounts of the events and issues that shape people's lives. Truth-telling, accuracy and fairness top the list of journalistic values.

Truth-telling is paramount. Distorted news distorts reality for those who rely on the news media to provide information that allows them to make informed decisions.

Accuracy is also critical to the ethical performance of a journalist. Stories free from mistakes should be the goal.

Fairness is especially important because of the powerful influence of the media on public reaction to events and issues. When the media present a skewed version

of a story, then people's attitudes are skewed accordingly. Being fair means being just and impartial.

Other values should be considered in the process of gathering and delivering the news. The following are particularly important in defining news:

- Dignity—leaving the subject as much self-respect as possible
- Reciprocity—treating others as you wish to be treated
- Sufficiency—allocating adequate resources to important issues
- Accuracy—getting the facts correct; using the right word and putting things in context
  
- Tenacity—knowing when a story is important enough to require additional effort, both personal and institutional
- Equity—seeking justice for all involved in controversial issues; treating all sources and subjects equally
- Community—valuing social cohesion equally with individual honor
- Diversity—covering all segments of the audience fairly and adequately

Reading, watching, and listening to the news are of varied importance to each person. One may treat a network television newscast as a gospel, another may consider it mere propaganda. Most people's attitudes fall somewhere in between. But whatever the attitude toward the product, the consumption of news in one form or another is an integral part of life.

Journalism's virtues - or lack of thereof - depend to considerable extent on the eye of the beholder. That can make ethical journalism difficult to describe.

Ethical behaviour has its price. But it also has its rewards: increased public trust in journalism, greater effectiveness in monitoring the sources of power in society, and more self-respect as an honourable profession.

The greater the persuasiveness and influence of the news media, the greater the

need to behave ethically. This may appear to be a simple formula, but in practice it is infinitely complex. Sometimes it may mean setting aside financial gain or changing long-established procedures in pursuit of vaguely noble goals that are more philosophical than pragmatic.

Doing journalism is rarely easy. The job is a difficult one, but it can be done. And it can be done ethically.

## **2. Read the text again and tick the correct answer.**

1. Ethics refers to
  - a. rules of human behaviour
  - b. socially acceptable behaviour
  - c. ideas of what is right and wrong
  
2. Identifying journalistic values makes sure that decisions
  - a. are made personally
  - b. are not based on prejudices
  - c. shape the ideals of journalism
  
3. The price of ethical behaviour involves
  - a. changing the established journalistic values
  - b. setting aside financial gain
  - c. being philosophical

## **II. Vocabulary**

**1. Scan the text and pick out the sentences with the words provided in the box. Underline them. This will help you later to develop the problem of the text.**

confuse (v) distort (v) ensure (v) executive (n) guide (v) intervene (v)  
 obligation (n) procedure (n) reflect (v) valid (adj)

**2. Match the words from the left-hand column to their definition on the right.**

- |               |   |
|---------------|---|
| 1. confuse    | a. law, moral pressure, promise, etc. that forces one to do sth.  |
| 2. distort    | b. misrepresent, give a false account of sth.   |
| 3. ensure     | c. order of way of doing things, especially in business, law, politics                                    |
| 4. executive  | d. make sure, guarantee   |
| 5. guide      | e. mistake one thing or person for another  |
| 6. intervene  | f. make a visible image of sb. or sth., show the nature of sth.   |
| 7. obligation | i. person or group in a business organization, trade union, etc. with administrative or managerial powers |
| 8. procedure  | j. come or be between, interfere  |
| 9. reflect    | k. show the way, direct   |
| 10. valid     | l. legally usable, effective or acceptable  |

**3. Write out the key words from the text that will help you to develop your ideas. Arrange them into groups. Prepare and present the information on the following problems:**

Group 1. Defining ethics.

Key words and word combinations: values, morally acceptable, socially acceptable, human behaviour, criteria, etc.

Group 2. Identifying journalistic values.

Key words and word combinations: ensure, personal bias, prejudice, reflect the ideals, etc.

Group 3. Top journalistic values.

Key words and word combinations: top the list, paramount, rely on news media, provide information, etc.

### **III. Speaking**

#### **1. Divide into three groups. Explain the following:**

For group 1. Ethics and morality are easily confused.

For group 2. Distorted news distorts reality.

For group 3. Journalists should treat others as they wish to be treated.

Useful language: according to the article, as the article goes, the article claims that, it is said that, it is stressed that, it is believed that, it is considered that ... .
---

#### **2. Choose a student who will present the results of your discussion to the rest of the class.**

#### **Round Table Talk. Discuss these questions.**

1. Why is media credibility with the public important?

2. What is the price of ethical journalism?

### Opinion Poll

**a. Ten "universal and timeless" values viewed as essential to the ethical life have been defined. Work on your own. Consider which of these values are important for journalists. Complete the questionnaire below. Rank the values from 1 (most important) to 10 (least important).**

• Honesty -
• Integrity -
• Promise-keeping -
• Fidelity -
• Fairness -
• Caring for others -
• Respect for others -
• Responsible citizenship -
• Pursuit of excellence -
• Accountability -

**b. Meet as one group to discuss your choices. Circulate asking as many people as possible to find out which value tops the list. Agree on one final idea.**

**c. Choose a person to sum up your results. For that complete the table and report the information obtained.**

Values	St.1	St.2	St.3	St.4	St.5	St.6	St.7	St.8	St.9	St.10
Honesty										
Integrity										
Promise-keeping										
Fidelity										
Fairness										
Caring for others										
Respect for others										
Responsible citizenship										
Pursuit of excellence										
Accountability										

The results of the survey conducted show that most respondents ( %) consider ... to be the most important value for a journalist. ..., ... , ... are believed to be very important ( %), while ... is thought to be less important ( %).

### **Press Conference**

One of you is a presenter, another one is an imaginary newspaper editor, the rest of the group are a team interviewing the editor on the problem of ethical reporting. The journalists want to find out from him what the basis of ethical reporting is and what journalistic values top the list.

**Task for the presenter. Introduce the editor to the audience. Sum up the interview and thank the editor for his time.**

Today we have with us John Smith, the editor of “Daily news”. We want to find out from him what the traditional journalistic values are. Welcome, John.

**Task for the editor. Review the article and prepare the interview.**

**Task for the interviewing team of journalists.**

**Write down the questions which you intend to ask.**

Move from a statement to a question when interviewing your guest. Start this way:

We all know that identifying the values on which a system of ethics is built is not an easy task. What are the basic journalistic values?

Don't forget to show interest and encourage your guest's speaking. Make use of the following expressions to show interest and encourage your guest's speaking.

yes, very interesting, it's true, absolutely, really

**Follow the model to run the press conference.**

- Today we have with us John Smith, the editor of “Daily news”. We want to find out from him what the traditional journalistic values are. Welcome, John.

- First of all ...

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- We all want to know ...

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- One more question, please. ...

- ...
- Our final question is ...
- 
- Thank you for talking to us, John.
- Thank you.

*Учебное издание*

**АКТУАЛЬНЫЕ ВОПРОСЫ ЖУРНАЛИСТИКИ**

Учебно – методическое пособие для вузов

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