

## Course description template

### Course Description

This course description provides a concise summary of the course's key features and expected learning outcomes, demonstrating whether students have made the most of the available learning opportunities. It is essential to link this description with the course description.

The program,;

|                                       |   |
|---------------------------------------|---|
| 1. Educational institution            | Warith Al-Anbiya University - College of Media                            |
| 2. Scientific Department / Center     | Digital Media Department  |
| 3. Course Name/Code                   | News and online press report  |
| 4. Available forms of attendance      | My presence   |
| 5. Name of the course instructor      | M.M. Walaa Shaker Mahmoud   |
| 6. Term/Year                          | annual  |
| 7. Total number of study hours        | Three hours per week: one hour of theory and two hours of practical work. |
| 8. Date this description was prepared | 1/12/2025   |

#### 9. Course Objectives:

The course aims to introduce the concept of news and electronic news reports in general, as well as to identify the most important characteristics and elements of news, its tasks and main objectives. In addition, it aims to introduce the technical methods and templates used in writing news and electronic news reports, and also aims to explain its features and parts. The course also aims to acquire practical skills in the editing process and the practical application of journalistic models, as well as to compare news, reports and other journalistic arts in electronic news sites.

10. Course outcomes, teaching and learning methods, and assessment

## A- Cognitive objectives:

A1- The student understands the concept of a news article and an online news article. A2-

The student can identify the characteristics and elements of a news article.

A3- The student can identify the characteristics and features of electronic news and reports. A4- The student learns about the practical applications of the editing process.

A5- The student identifies the most important differences and distinctions between news and reports.

## B - The skills-related objectives of the course.

B1 - The student acquires skills in writing news articles, reports, and online news. B2 - The student acquires practical skills in writing news articles and reports.

B3 - The student acquires practical and scientific skills that help him to perform his duties as required.

## Teaching and learning methods

1- The scientific lecture method

2. The discussion method involves directing questions to students and encouraging participation in lectures and exams. 3. Scientific visits to media institutions.

## Assessment methods

### 1- In-person lectures

2- Teaching aids: video, projector screen, whiteboard, practical application

## C- Affective and value-based objectives

A1- Demonstrating professional responsibility at work by drawing on all previous historical experiences Objectivity is key to providing practical, interactive value.

C2- Demonstrate the ability to think critically and constructively, and to solve problems by drawing on and benefiting from past experiences. C3- Demonstrate the ability to work effectively in groups and to collaborate collectively.

C4- The ability to manage time optimally

## D - General and transferable skills (other skills related to employability and personal development).

1. The student was able to become a successful media professional. 2. The ability to learn independently.

3. To possess realistic experiences with perceptual perceptions. 4. To develop reporting skills.

## 11. Course Structure

| Week, hours, learning | hours, learning | outcomes<br>Required                                | Unit name / or<br>the topic  | Teaching method   | Evaluation Method                                  |
|-----------------------|-----------------|---|--|---|--|
| 1                     | 3               | The student understands the idea<br>About the topic | Communication process  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 2                     | 3               | The student understands the idea<br>About the topic | News date  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 3                     | 3               | The student understands the idea<br>About the topic | News elements  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 4                     | 3               | The student understands the idea<br>About the topic | Types of news  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 5                     | 3               | The student understands the idea<br>About the topic | News sources   | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 6                     | 3               | The student understands the idea<br>About the topic | The six questions<br>To edit the news<br>journalist                        | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 7                     | 3               | The student understands the idea<br>About the topic | News editing templates   | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 8                     | 3               | To recognize<br>The student on                      | Building the news<br>electronic  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 9                     | 3               | To recognize<br>The student on                      | News editing<br>electronic   | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 10                    | 3               | The student understands the media<br>a job          | Forms of news<br>electronic  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 11                    | 3               | The student understands                             | The headline in the news<br>electronic                                     | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 12                    | 3               | The student learns                                  | The technical and professional<br>advantages of news in the media<br>Media | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 13                    | 3               | The student understands                             | The film material in<br>Electronic news                                    | Giving lectures<br>Discussion and training                        | Written test<br>Oral and written questions         |

|    |   |   |  |   |  |
|----|---|---|--|---|--|
|    |   |   |  | Practical in person   | Live   |
| 14 | 3 | The student should learn                            | Editing applications<br>film material  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 15 | 3 | First semester exam                                 |  |   | Written test<br>Oral and written questions<br>Live |
| 16 | 3 | The student understands                             | Report concept<br>electronic   | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 17 | 3 |   | Types of reports<br>Electronic in terms of<br>Content (Report)<br>News report<br>Analytical report<br>Biography, Report<br>(Miscellaneous) | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 18 | 3 | The student should learn                            | Types of reports<br>Electronic in terms of<br>Format (text report,<br>video report, audio<br>report)                                       | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 19 | 3 | The student should learn                            | Building the report<br>Electronic (structure)<br>The report and its parts  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 20 | 3 | The student applies                                 | Interviews required<br>In the report<br>electronic   | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 21 | 3 | The student learns                                  | Report editing<br>electronic   | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 22 | 3 | The student understands the idea<br>About the topic | Writing the text in<br>News reports<br>Electronic  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 23 | 3 | The student understands the idea<br>About the topic | Text writing<br>The short version of the report<br>electronic  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 24 | 3 | To know<br>student                                  | Views and applications   | Giving lectures<br>Discussion and training                        | Written test<br>Oral and written questions         |

|    |   |  |   |   |  |
|----|---|--|---|---|--|
|    |   |  |   | Practical in person   | Live   |
| 25 | 3 | To recognize student                               | Video graphics<br>Motion graphics<br>Infographic                  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 26 | 3 | To know student                                    | Attribution and documentation                                     | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 27 | 3 | The student should learn                           | Hyperlinks  | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 28 | 3 | The student should learn<br>Practical applications | Practical applications<br>To edit the report<br>Online journalist | Giving lectures<br>Discussion and training<br>Practical in person | Written test<br>Oral and written questions<br>Live |
| 30 | 3 |  | Second month exam   | My presence   | Written test<br>Oral and written questions<br>Live |

## 12. Infrastructure

|  |  |
|--|--|
| 1. Required textbooks  | nothing  |
| 2. Main References (Sources)   | The Art of Journalistic Reporting by Farouk Abu Zeid<br><br>Journalistic Editing in the Information Age by authors Hosni Nasr and Sanaa Abdel Rahman;<br><br>Technical Techniques in Journalistic Editing by author Abdel Aziz Sharaf<br><br>The Sociology of News Reporting by Abdel Fattah Ibrahim |
| a. Recommended books and references (Scientific journals, reports, . . . . | Journal of the Media Researcher, University of Baghdad, Volume 11, Issue 1, Year 2005  |
| B. Electronic references, Internet sites...                                | <a href="https://rawabetcenter.com/archives/82162">https://rawabetcenter.com/archives/82162</a><br><br><a href="https://www.ahewar.org/debat/show.art.asp?aid=137885">https://www.ahewar.org/debat/show.art.asp?aid=137885</a>   |

13. Curriculum Development Plan: Keeping pace with scientific advancements and utilizing modern teaching methods. The media, in addition to identifying weaknesses, applies the fundamental principles of comprehensive educational quality management.

