

Lesson 1 16 ottobre

1. Discuss general objectives and materials to be used (my book, site, news info websites)
2. Visit La Repubblica, The Sun, IHT
3. Compare page organization, choice of sublinks, color scheme, priorities based on story placement on page, presence of RSS feeds, percentage of stories/graphics/ads
4. Discuss what editorial decisions appear to have been made. (what to include or exclude)
 - a. The reader is the recipient of selected information on recent events, and this information may well be presented with an ideological ‘spin’ that makes it very difficult for the reader to make an independent decision on what his/her actual viewpoint of these events actually is.
5. What devices have been used to gain/maintain audience interest
6. Introduce headlines techniques and the concept of strategy and of controlled ambiguity Headlines Activities (Guidelines for analysis)
 - a. Can you tell, from the headline, what the story is about?
 - b. Which would be your lead (lead story, most important story)?
 - c. Fill in the missing words
 - d. Analyze choice of language (homophones, polysemes, intertextuality, phonology, loaded words, phrasal verbs, noun phrases, rhymes)

Lesson 2 18 ottobre

1. What is news? (new information of recent events; information about recent events that are of interest to a sufficiently large group, or that may affect the lives of a sufficiently large group)
2. the British and their newspapers
 - a. tabloids and broadsheets
 - b. social classes A, B, C1, C2, D, E (unemployed)
 - c. inverse relationship between target social class and qualifications of journalists
 - d. terminology: headline, dateline, byline, splash line, jumpline
 - e. one story to a page – more than one story per page

Tabloids	Broadsheets
The Sun, The Mail, The Mirror	The Times, The Daily Telegraph, The Financial Times, The Guardian
Language: slang, puns, alliteration, subjective, “quotes” (for the human touch, keep it real)	Language: detached, objective (ex. “The people felt ...”
short paragraphs, one sentence	

Lesson 3 - 4 23-25 ottobre

1. What are headlines? (shape content structure function); Examine Headlines 18-10-06.doc
 - a. reporters don't write the headlines, editors do; they are guided by questions of space on the page
 - b. functions of Headlines:
 - i. attract the reader, at the risk of being ambiguous or confusing
 - ii. encapsulate the story
 - iii. give an idea of the relative importance of the story (visual impact and position)
 - c. Language of Headlines
 - i. linguistic and graphological devices
 - ii. short, attention-getting, effective
 - iii. opinion manipulators, especially tabloids:
 - d. Headline activities
 - i. Can you tell, from the headline, what the story is about? Classify the clearest headline, the least clear. Overall, how clear are the headlines on the page?
 - ii. Fill in the missing words, translate into Italian, then create equivalent Italian headline
 - iii. Analyze choice of language in Reah p.17-18 (homophones, polysemes, intertextuality, phonology, loaded words, phrasal verbs, noun phrases)
 - iv. given a series of events, choose a headline for it
 - v.

2. The language of British tabloids

rap	to reprimand or tell off
dog, stalk	to follow or pursue sth or sb
rat	a person who behaves dishonourably
crack (or ace)	excellent or first-class
thrash	to defeat soundly
probe	to investigate
sleaze	political or moral corruption
spiral or soar	to increase rapidly
grass, rat on, tell on	to inform or be an informer
slam or blast	to criticise strongly
vow	to make a strong commitment or promise

3. Begin analysis of North Korea nuclear test, same event, different journalistic styles and strategies
 - a. information included or omitted
 - b. use of quotes
 - c. emphasis
4. Concept of editor freedom during absence of big new stories, editor constriction when big new stories break
- 5.

Lesson 5 30 ottobre