

# SYLLABUS

## INCLUSIVE JOURNALISM

University year 2025-2026

### 1. Information regarding the programme

1.1. Higher education institution	Universitatea Babeş-Bolyai din Cluj Napoca
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Journalism and Digital Media
1.4. Field of study	Communication sciences
1.5. Study cycle	Bachelor
1.6. Study programme/Qualification	Journalism
1.7. Form of education	Învățământ cu frecvență

### 2. Information regarding the discipline

2.1. Name of the discipline	<b>Inclusive journalism</b>	Discipline code	<b>ULE3392</b>		
2.2. Course coordinator	OANA OMETĂ				
2.3. Seminar coordinator	OANA OMETĂ				
2.4. Year of study	2.5. Semester	2.6. Type of evaluation	C	2.7. Discipline regime	DS

### 3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	<b>3</b>	of which: 3.2 course	<b>2</b>	3.3 seminar/laboratory	<b>1</b>
3.4. Total hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/laborator	<b>14</b>
<b>Time allotment for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
3.5.1. Learning using manual, course support, bibliography, course notes (SA)					
3.5.2. Additional documentation (in libraries, on electronic platforms, field documentation)					6
3.5.3. Preparation for seminars/labs, homework, papers, portfolios and essays					
3.5.4. Tutorship					
3.5.5. Evaluations					
3.5.6. Other activities:					
<b>3.7. Total individual study hours</b>					<b>58</b>
<b>3.8. Total hours per semester</b>					<b>100</b>
<b>3.9. Number of ECTS credits</b>					<b>4</b>

### 4. Prerequisites (if necessary)

4.1. curriculum	
4.2. competencies	

### 5. Conditions (if necessary)

5.1. for the course	
5.2. for the seminar /lab activities	

### 6.1. Specific competencies acquired <sup>1</sup>

<sup>1</sup> One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

<b>Professional/essential competencies</b>	<p>This course aims to equip students with essential knowledge, skills, and ethical principles to report on diverse communities responsibly.</p> <ul style="list-style-type: none"> <li>• Recognizing bias in media coverage and challenging stereotypes</li> <li>• Ensuring fair representation of marginalized groups</li> <li>• Sensitivity in interviewing diverse communities</li> <li>• Understanding how cultural backgrounds shape narratives</li> <li>• Ability to report in a way that respects local traditions and values</li> <li>• Applying critical discourse analysis to evaluate news bias and framing</li> <li>• Understanding the role of social media in shaping narratives</li> <li>• Writing balanced, well-researched stories</li> <li>• Using narrative journalism to humanize diverse perspectives</li> <li>• Techniques for interviewing marginalized voices</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Applying critical thinking, cultural sensitivity, and ethical decision-making to promote inclusive storytelling and responsible journalism across diverse social and professional contexts.</li> </ul>

## 6.2. Learning outcomes

<b>Knowledge</b>	The student knows: the principles, ethics, and practices of inclusive journalism to accurately represent diverse communities and social issues
<b>Skills</b>	The student is able to critically analyze media content, conduct ethical and inclusive reporting, and effectively communicate diverse perspectives through various journalistic formats.
<b>Responsibility and autonomy:</b>	The student has the ability to work independently to obtain ethical journalism standards by ensuring fairness, accuracy, and inclusivity while responsibly representing diverse communities and social issues.

## 7. Objectives of the discipline (outcome of the acquired competencies)

<b>7.1 General objective of the discipline</b>	<ul style="list-style-type: none"> <li>• To equip journalists with the analytical, and practical skills needed to report diverse perspectives fairly and inclusively</li> </ul>
<b>7.2 Specific objective of the discipline</b>	<ul style="list-style-type: none"> <li>• To develop critical, and practical competencies for fair, accurate, and inclusive reporting on diverse communities and social issues.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Remarks
1. Introduction to inclusive journalism.	Multimedia presentation Discussions	

2. Media and society. Media's role in shaping public discourse	Multimedia presentation Discussions	
3. News analysis and critical discourse. Analyzing media biases and framing	Multimedia presentation Discussions	
4. Reporting on religion. Challenges in covering religious issues. Avoiding stereotyping in religious coverage	Multimedia presentation Discussions	
5. Ethnicity and race in the media. Representation of ethnic minorities.	Multimedia presentation Discussions	
6. Representation of underreported communities. Geography and regional biases.	Multimedia presentation Discussions	
7. Gender representation in journalism. Media portrayals of gender roles.	Multimedia presentation Discussions	
8. Marital status and social identity: representation of single parents, widows, and LGBTQ+ families. Social norms and biases in news coverage	Multimedia presentation Discussions	
9. Sexual orientation and inclusive reporting. Fair representation of LGBTQ+ communities.	Multimedia presentation Discussions	
10. Ageism and journalism. Stereotypes about youth and elderly populations.	Multimedia presentation Discussions	
11. Disability and representation in media. Promoting accessibility in news reporting	Multimedia presentation Discussions	
12. Social class and economic inequality. Reporting on poverty and wealth disparities	Multimedia presentation Discussions	
13. The impact of social media on inclusive journalism	Multimedia presentation Discussions	
14. Final projects presentation	Presentation	

8.2 Seminar / laboratory	Teaching methods	Remarks
1. Diversity in the newsroom. Why representation matters in journalism, and how diverse teams impact news coverage?	Multimedia presentation Discussions. Practical demonstration	
2. Balancing free speech and hate speech. Dilemmas in covering sensitive topics	Multimedia presentation Discussions. Practical demonstration. Group task	
3. Reporting on activism. Avoiding sensationalism in protest coverage	Discussions. Practical demonstration. Group task	
4. Cultural sensitivity in global reporting. How to avoid ethnocentrism in reporting	Discussions. Practical demonstration. Group task	
5. Inclusive storytelling techniques. How to highlight underrepresented voices	Discussions. Practical demonstration. Group task	
6. The role of journalists in verifying diverse narratives. Case studies on misinformation in marginalized communities	Discussions. Practical demonstration. Group task	
7. Using technology to promote diverse perspectives	Discussions. Practical demonstration. Group task	

**Bibliography:**

Andarini, R. S. (2022). Inclusive journalism on disability news in tribunsumsel. com during covid 19 pandemic era. Mediator: Jurnal Komunikasi, 15(2), 198-218.

Ford, R., Gonzales, S., & Quade, V. (2020). Collaborative and inclusive journalism: More than words. Journalism & Mass Communication Educator, 75(1), 58-63.

<https://www.solutionsjournalism.org/learning-lab/all-resources>

Ross, T. (2019). Inclusive journalism. <https://ir.canterbury.ac.nz/server/api/core/bitstreams/706ceaf9-c650-4b21-89d3-fc2e8e07e533/content>

Rupar, V. (2017). Inclusive journalism: How to shed light on voices traditionally left out in news coverage. Journal of Applied Journalism & Media Studies, 6(3), 417-423.

Rupar, V., & Zhang, C. (2022). Inclusive Journalism. Media Diversity Institute. [https://www.media-diversity.org/wp-content/uploads/2022/03/Inclusive\\_Journalism\\_Handbook-2.pdf](https://www.media-diversity.org/wp-content/uploads/2022/03/Inclusive_Journalism_Handbook-2.pdf)

Zalova, S. M. (2023). Applying artificial intelligence technologies to inclusive journalism.

**9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program**

<ul style="list-style-type: none"> <li>•</li> </ul>
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**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Practical application of inclusive journalism practices; Creativity in how students approach inclusive storytelling, using different platforms and formats to reach diverse audiences; collaboration and communication with peers	Group Projects Case Studies paper	60%
10.5 Seminar/laboratory	Practical application of Inclusive journalism practices Creativity in how students approach inclusive storytelling, using different platforms and formats to reach diverse audiences. Collaboration and communication with peers and stakeholders	2 assignments that explore key concepts of inclusive journalism, requiring students to reflect on their understanding.	40%

**10.6 Minimum standard of performance**

- Understanding of inclusive journalism principles
- Demonstrates a basic understanding of diversity, equity, and inclusion in journalism.
- Identify and explain biases in media coverage.
- Shows awareness of ethical considerations in reporting on underrepresented communities.
- Conducts fact-based, balanced research that includes diverse perspectives.
- Uses credible sources and avoids misinformation or stereotypes.
- Maintains journalistic integrity, ensuring fair and accurate reporting.
- Produces clear, coherent, and well-structured articles, reports, or essays.
- Uses inclusive language and avoids discriminatory or biased phrasing.

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### 11. Labels ODD (Sustainable Development Goals)<sup>2</sup>

	General label for Sustainable Development							
								
								

Date:

... 17.03.2025

Signature of course coordinator

Oana Ometa

Signature of seminar coordinator

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Date of approval:

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Signature of the head of department

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<sup>2</sup> Keep only the labels that, according to the [Procedure for applying ODD labels in the academic process](#), suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „Not applicable.”.