

SYLLABUS

INTERNATIONAL REPORTING

University year III

1. Information regarding the programme

1.1. Higher education institution	Universitatea Babeş-Bolyai din Cluj Napoca
1.2. Faculty	COLLEGE OF POLITICAL, ADMINISTRATIVE AND COMMUNICATION SCIENCES
1.3. Department	JOURNALISM AND DIGITAL MEDIA DEPARTMENT
1.4. Field of study	COMMUNICATION SCIENCES
1.5. Study cycle	BACHELOR
1.6. Study programme/Qualification	JOURNALISM
1.7. Form of education	Full time

2. Information regarding the discipline

2.1. Name of the discipline	INTERNATIONAL REPORTING			Discipline code	ULE3604		
2.2. Course coordinator	Dr. Maria Moiş						
2.3. Seminar coordinator	Dr. Maria Moiş						
2.4. Year of study	3	2.5. Semester	2	2.6. Type of evaluation	E	2.7. Discipline regime	COMPULSORY

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

3.1. Hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4. Total hours in the curriculum	36	of which: 3.5 course	24	3.6 seminar/laborator	12
Time allotment for individual study (ID) and self-study activities (SA)					hours
3.5.1. Learning using manual, course support, bibliography, course notes (SA)					20
3.5.2. Additional documentation (in libraries, on electronic platforms, field documentation)					20
3.5.3. Preparation for seminars/labs, homework, papers, portfolios and essays					20
3.5.4. Tutorship					2
3.5.5. Evaluations					2
3.5.6. Other activities:					0
3.7. Total individual study hours					64
3.8. Total hours per semester					100
3.9. Number of ECTS credits					4

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 acquired¹

¹ 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.

Professional/essential competencies	<ul style="list-style-type: none"> • create online news content • present during live broadcasts • check correctness of information • think analytically • provide context to news stories • European integration • search for a suitable filming location • document interviews • study cultures • show diplomacy
Transversal competencies	<ul style="list-style-type: none"> • respect the diversity of cultural values and norms

6.2. Learning outcomes

Knowledge	<p>The student knows:</p> <ul style="list-style-type: none"> • explain European integration, the ongoing process of economic, social, and political integration among European countries to enhance their cooperation, collaboration, and prosperity, as well as to overcome historical conflicts in the pursuit of peace and stability.
Skills	<p>The student is able to</p> <ul style="list-style-type: none"> • create and upload news content online, for example for websites, blogs, and social networks. • formulate live presentations of political, economic, cultural, social, international, or sporting events, or present a live broadcast • analyze and verify whether the information received contains factual errors, is reliable, and has journalistic or informational value. • analyze words, expressions, signs, and symbols, as well as the relationship between them in relation to the fundamental concepts of semiotics and narrative theory in the context of professional analysis of textual, visual, audiovisual, and multimodal media messages; • explain and interpret the context of current affairs; • select and prepare suitable locations for filming or photo shoots. • use handwriting, shorthand, typing, audio recordings, automatic transcription, or other technical means to document, sketch, or record responses and information collected during interviews for processing and analysis • relate to people with sensitivity, tact, and politeness. • examine and internalise a culture other than their own in order to truly understand its traditions, rules and functioning.
Responsibility and autonomy:	<p>The student has the ability to work independently to obtain</p> <ul style="list-style-type: none"> • demonstrate intercultural competence and respect for one's own cultural values and norms, as well as tolerance and appreciation for the different values and norms of different people and cultures, developed in different circumstances or at different times and places.

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

7.1 General objective of the discipline	<ul style="list-style-type: none"> understand and practice the role of international correspondents for press agencies and national/international newsrooms
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> understanding international contexts, international politics and conflicts. identifying relevant topics for international reporting with respect to a specific target audience. documenting and planning international reports; building contact networks and liaising with international contacts/ national authorities to obtain information and/or access. delivering news stories in writing; delivering live broadcasts and audiovisual stories;

8. Content

8.1 Course	Teaching methods	Remarks
1. Introduction to International reporting	Explanation, Demonstration	
2. The role of the international correspondent	Explanation, Demonstration	
3. International contexts	Explanation, Demonstration	
4. Identifying topics	Explanation, Demonstration	
5. Planning, documenting and pre-production	Explanation, Demonstration	
6. Contact networks and liaising	Explanation, Demonstration	
7. Assessing and mitigating risks on-site	Explanation, Demonstration	
8. Checking stories	Explanation, Demonstration	
9. Writing international news stories	Explanation, Demonstration	
10. Reporting live	Explanation, Demonstration	
11. Producing complex audiovisual stories	Explanation, Demonstration	
12. Reporting on war & conflict	Explanation, Demonstration	
Bibliography <ul style="list-style-type: none"> Associated Press Standards https://www.ap.org/about/news-values-and-principles/telling-the-story/ Associated Press Stylebook https://www.apstylebook.com/ Galtung, J., & Ruge, M.H. (1965). The structure of foreign news: The representation of the Congo, Cuba and Cyprus crises in four Norwegian newspapers. <i>Journal of peace research</i> , 2 (1), 64-90. Gomboș, C. (2021). Piano Man în Casa Războiului: Însemnări din Irak și Afganistan. Corint. Herman, E. S., & Chomsky, N. (2008). Manufacturing Consent. The Political Economy of the Mass Media. The Bodley Head. Hanitzsch, T., Goodrum, A., Quandt, T., & von Pape, T. (2013). Interest in foreign news. <i>Foreign news on television: Where in the world is the global village</i>, 171-190. Hannerz, U. (2012). <i>Foreign news: Exploring the world of foreign correspondents</i>. University of Chicago Press. Harcup, T., & O'Neill, D. (2017). What is news? News values revisited (again). <i>Journalism studies</i>, 18(12), 1470-1488. Joye, S., Heinrich, A., & Wöhlert, R. (2016). 50 years of Galtung and Ruge: Reflections on their model of news values and its relevance for the study of journalism and communication today. <i>CM: Communication and Media</i> , 11 (36). Nossek, H. (2004). Our news and their news: The role of national identity in the coverage of foreign news. <i>Journalism</i>, 5(3), 343-368. Owen, J., & Purdey, H. (Eds.). (2008). <i>International news reporting: Frontlines and deadlines</i>. John Wiley & Sons. Petrișor, A. (2025). În direct din linia întâi. Polirom. UNESCO. (2025). World trends in freedom of expression and media development: Global report 2022/2025; Journalism: Shaping a world at peace. https://unesdoc.unesco.org/ark:/48223/pf0000396638 Wahl-Jorgensen, K., & Hanitzsch, T. (Eds.). (2019). <i>The Handbook of Journalism Studies</i> . Routledge.		
8.2 Seminar / laboratory	Teaching methods	Remarks
Identifying international news stories	Discussion, Demonstration	
Writing international news stories	Discussion, Simulation	
Reporting live	Discussion, Demonstration	

Reporting live	Discussion, Simulation	
Producing complex audiovisual stories	Discussion, Demonstration	
Producing complex audiovisual stories	Discussion, Simulation	
Bibliography:		
<ul style="list-style-type: none"> • Associated Press Standards https://www.ap.org/about/news-values-and-principles/telling-the-story/ • Associated Press Stylebook https://www.apstylebook.com/ • Galtung, J., & Ruge, M.H. (1965). The structure of foreign news: The representation of the Congo, Cuba and Cyprus crises in four Norwegian newspapers. <i>Journal of peace research</i> , 2 (1), 64-90. • Gomboș, C. (2021). Piano Man în Casa Războiului: Însemnări din Irak și Afganistan. Corint. • Herman, E. S., & Chomsky, N. (2008). Manufacturing Consent. The Political Economy of the Mass Media. The Bodley Head. • Hanitzsch, T., Goodrum, A., Quandt, T., & von Pape, T. (2013). Interest in foreign news. <i>Foreign news on television: Where in the world is the global village</i>, 171-190. • Hannerz, U. (2012). <i>Foreign news: Exploring the world of foreign correspondents</i>. University of Chicago Press. • Harcup, T., & O’Neill, D. (2017). What is news? News values revisited (again). <i>Journalism studies</i>, 18(12), 1470-1488. • Joye, S., Heinrich, A., & Wöhlert, R. (2016). 50 years of Galtung and Ruge: Reflections on their model of news values and its relevance for the study of journalism and communication today. <i>CM: Communication and Media</i> , 11 (36). • Nossek, H. (2004). Our news and their news: The role of national identity in the coverage of foreign news. <i>Journalism</i>, 5(3), 343-368. • Owen, J., & Purdey, H. (Eds.). (2008). <i>International news reporting: Frontlines and deadlines</i>. John Wiley & Sons. • Petrișor, A. (2025). În direct din linia întâi. Polirom. • UNESCO. (2025). World trends in freedom of expression and media development: Global report 2022/2025; Journalism: Shaping a world at peace. https://unesdoc.unesco.org/ark:/48223/pf0000396638 • Wahl-Jorgensen, K., & Hanitzsch, T. (Eds.). (2019). <i>The Handbook of Journalism Studies</i>. Routledge. 		

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

Events that take place outside national borders have an impact on society, even if they are temporary or indirect. Through the skills acquired in this course, students develop the ability to identify global issues that generate change at the national level and beyond, to identify credible sources to explain international dynamics to the public, and to learn elements of journalistic production for on-site reporting. Thus, at the end of the course, students will be able to explain the impact of international news on the public.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Proportion of final grade
10.4 Course	<ul style="list-style-type: none"> • Understanding the role of international correspondents • Understanding International News Selection • Understanding Reporting on War and Conflict • Understanding Newsroom and News Agency Standards for international reporting 	Written Exam (computer-based)	3 points
10.5 Seminar/laboratory	International news story (written)	Written assignment	2 points
	International news report (recorded)	Audiovisual assignment	4 points
10.6 Minimum standard of performance			
The students should have an understanding of the role of international reporters, best practices for planning and production of international news reports.			

11. Labels ODD (Sustainable Development Goals)²



General label for Sustainable Development

² 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.*”.