# Course Syllabus
# Safety of Journalists

*May 2020*

**Course Code:**
**Course Title:**      Safety of Journalists
**Course Units:**      Three (3)
**Course Prerequisites:** Media Law
**Course Co-requisites:** Journalism Studies, Editorial Management
**Name of Faculty:**
**Faculty Contact Information:**

## Course Description

This course equips students with an understanding of the right of journalists and media workers to be safe and protected in order to exercise press freedom and contribute to building a democratic society. It identifies the diverse risks and threats experienced by those engaged in the practice of journalism, including their causes and effects, and how these can be mitigated if not eliminated.

The risks and threats primarily span the physical, psychosocial, economic, and digital aspects. The course also highlights legal, professional, and ethical considerations in the coverage of dangerous and hostile situations, as well as the value of risk assessment. Recognizing the effects and impact of a recent pandemic on how journalists work (and the media in general), the course includes a special focus on handling coverages of events that may ultimately affect the health of journalists.

## Course Learning Outcomes

At the end of the course, students will be able to
1. Explain journalists' right to safety as an essential condition to the exercise of freedom of expression and freedom of information;
2. Demonstrate the ability to recognize and address ethical and legal issues relevant to news coverage of conflict or unsafe situations;
3. Describe the different types of risks and threats facing journalists and other media workers including the causes and effects of these risks/threats;
4. Identify preparation and coping mechanisms for journalists tasked to cover events that may severely affect their capability and capacity to perform their duties;

5. Demonstrate a safety mindset and security consciousness demonstrated through the ability to anticipate and prepare for dangerous or hostile situations;
6. Define safety structures, mechanisms, procedures, tools and equipment;
7. Explain the social security rights of journalists and the benefits that must be available to them;
8. Discuss the importance of and steps in maintaining psychosocial wellness in conflict or unsafe situations; and
9. Explain the citizens' right to demand accountability from duty bearers (e.g., state actors, media owners) to create a safe media environment for journalists.

## Course Methodology

The teaching-learning process is interactive, participatory, collaborative, and experiential. The teacher is transformed into a facilitator and collaborator.

The following methodologies/strategies may be utilized:
- Lecture-discussion
- Case analysis and resolution
- Games with guided discussion and processing
- Field work with course-relevant outputs
- Brown bag sessions with media practitioners or media safety officers
- Demonstration of basic safety techniques
- Digital/online activities as blended learning strategies

## Course Content

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| **Week 1** | **Course Overview**<br>• Course outcomes and objectives<br>• Course scope and coverage<br>• Course requirements and methodology<br><br>**Required Readings:**<br><br>ACOS Alliance. (2016). The freelance journalist safety principles. Retrieved from https://www.acosalliance.org/the-principles<br><br>Arao, D. A. (2016, October 12). *Press freedom, governance, and culture of impunity: The alarming case of the Philippines* [Presentation]. Paper presented at the Research Agenda Forum on the Safety and Protection of Journalists and Media Workers in the Philippines. Quezon City, Philippines. |

Asian Institute of Journalism and Communication (2020, February) *Philippine Plan of Action on the Safety of Journalists.* Retrieved from https://aijc.com.ph/wp-content/uploads/2020/02/Final_phil_planofaction_safetyofjournalists.pdf

Committee to Protect Journalists. (2017). *Annual impunity index.* Retrieved from https://cpj.org/tags/impunity-index-2017

International Media Support. (2020, April). *Shared responsibility:  Safeguarding press freedom in perilous times.* Retrieved from https://www.mediasupport.org/?s=shared+responsibility

Reporters Without Borders. (2020). *The World Press Freedom Index*. Retrieved from https://rsf.org/en/ranking

UNESCO. (2013, July 25). *Journalists' safety indicators: National level*. Retrieved from http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/official_documents/Journalists_Safety_Indicators_National_Level.pdf

United Nations Security Council. (2015, May 27). Resolution 2222 (2015). Retrieved from http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s_res_2222.pdf

**Additional References:**
Center for Media Freedom and Responsibility. (n.d.). *Database on the killing of journalists in the Philippines since 1986*. Retrieved from http://cmfr-phil.org/mediakillings/

Harboe, E., & Witchel, E. (Eds.). (2017). *Defending journalism*. Denmark: International Media Support.

Tuazon, R. R., Diaz, P. H., & San Diego, T. P. C. (2017) Philippine and global research on news media safety: Crossing disciplines, bridging gaps. In U. Carlsson & R. Pöyhtäri (Eds.), *The Assault on Journalism* (93-101). Copenhagen: Nordic Information Centre for Media and Communication Research (Nordicom).

UNESCO. (2016). Report of UNESCO's director-general on the safety of journalists and the danger of impunity. Retrieved from https://en.unesco.org/dg-report

United Nations. (2012). *UN Plan of Action on the Safety of Journalists and the Issue of Impunity.* Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/official_documents/UN-Plan-on-Safety-Journalists_EN_UN-Logo.pdf

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| | University of Vienna. (2017). *Killings of journalists worldwide: The full costs of a free press*. Retrieved from http://mediagovernance.univie.ac.at/research/democracy-under-pressure/killings-of-journalists-worldwide/ |
| **Week 2** | **Journalist Safety in the Context of Human Rights**<br>• Freedom of expression<br>• Freedom of information<br>• Press freedom<br>• International recognition of journalists' right to safety<br><br>**The History, Culture, and Politics of Journalist Safety in the Philippines**<br>• Impunity in the killing of journalists and media workers<br><br>**Required Readings:**<br>Article III of the Philippine Constitution: The Bill of Rights<br><br>Committee to Protect Journalists. (2017). *Annual impunity index.* Retrieved from https://cpj.org/tags/impunity-index-2017<br><br>Foley, M., Arthurs, C., & Abu-Fadil, M. (2017). *Model course on safety of journalists: A guide for journalism teachers in the Arab states*. Retrieved from http://unesdoc.unesco.org/images/0024/002482/248297e.pdf<br><br>International Media Support. (2017). Introduction. In E. Harboe & E. Witchel (Eds.), *Defending journalism* (13-29). Denmark: International Media Support.<br><br>National Union of Journalists in the Philippines and Internews. (2018). *Philippine Journalist Safety Guide: A Handbook for Filipino Journalists.* Retrieved from https://www.nujp.org/wp-content/uploads/2018/09/NUJPSafety-guide-final1.1-forupload.pdf<br><br>Reporters Without Borders. (2020). *The World Press Freedom Index*. Retrieved from https://rsf.org/en/ranking<br><br>Rosario-Braid, F. (2012). Writing 30 to the culture of impunity. In F. Rosario-Braid, C. C. Maslog, & R. R. Tuazon (Eds.), *Crimes and unpunishment: The killing of Filipino journalists* (3-19). Manila, Philippines: Asian Institute of Journalism and Communication and the UNESCO National Commission of the Philippines.<br><br>Tan, M. L. (2012). Making and unmaking a culture of impunity: Anthropological perspectives. In F. Rosario-Braid, C. C. Maslog, & R. R. Tuazon (Eds.), *Crimes and unpunishment: The killing of Filipino journalists* (20-43). Manila, |

Philippines: Asian Institute of Journalism and Communication and the UNESCO National Commission of the Philippines.

Tuazon, R. R., San Diego, T. P. C., Lopez, A. L. C., & Abunales, D. R. (2017). The Philippines.  In E. Harboe & E. Witchel (Eds.), *Defending journalism* (219-248). Denmark: International Media Support.

UNESCO. (2013, July 25). *Journalists' safety indicators: National level*. Retrieved from http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/official_documents/Journalists_Safety_Indicators_National_Level.pdf

United Nations. (2012). *UN Plan of Action on the Safety of Journalists and the Issue of Impunity.* Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/official_documents/UN-Plan-on-Safety-Journalists_EN_UN-Logo.pdf

United Nations Security Council. (2015, May 27). Resolution 2222 (2015). Retrieved from http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s_res_2222.pdf

**Additional References:**

Nordicom. (2017, April). *The assault on journalism: Building knowledge to protect freedom of expression*. Retrieved from https://www.nordicom.gu.se/sv/system/tdf/publikationer-hela-pdf/the_assault_on_journalism.pdf?file=1&type=node&id=38302&force=0

Nordicom. (2016, May). *Freedom of expression and media in transition: Studies and reflections in the digital age*. Retrieved from https://www.nordicom.gu.se/sv/system/tdf/publikationer-hela-pdf/freedom_of_expression_and_media.pdf?file=1&type=node&id=37096&force=0

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| **Week 3** | **Economic Safety**<br>• Economic context of journalist safety in the Philippines<br>• How to ensure access to finances in emergency, hostile, or unsafe situations<br>• Protection of financial assets<br>• Non-legal remedies available for victims of crimes against journalists and their families such as compensation or socioeconomic support and emergency and long-term physical and psychosocial healthcare |

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| | **Required Reading:**<br><br>Foley, M., Arthurs, C., & Abu-Fadil, M. (2017). *Model course on safety of journalists: A guide for journalism teachers in the Arab states*. Retrieved from http://unesdoc.unesco.org/images/0024/002482/248297e.pdf |
| **Week 4** | **Legal Safety**<br>• Knowledge of mass media laws, privacy laws, and cyber laws (e.g., Cyber Security Law, Data Privacy Law, Anti-Cyber Bullying Law)<br>• Knowledge of international protocols on rights of journalists and civilians during conflict situations including UN resolutions<br>• Knowledge of international humanitarian law, embodied in the Geneva Conventions<br>• Knowledge of criminal and civil procedures<br>• How to document attacks / killings of journalists to avoid cold cases<br><br>**Required Readings:**<br><br>Article 19 of the Universal Declaration of Human Rights<br><br>Cybercrime Prevention Act of 2012 (Republic Act 10175)<br><br>Data Privacy Act of 2012 (Republic Act 10173)<br><br>International Humanitarian Law (embodied in the Geneva Conventions including Article 79 of Additional Protocol I)<br><br>**Additional Reference:**<br><br>Teodoro, L.V., & Kabatay, R. V. (1998). *Mass media laws and regulations in the Philippines*. Singapore: AMIC. |
| **Weeks 5-6** | **Professional Standards and Ethical Safety Principles**<br>• Ethical issues involved in covering humanitarian, hostile, and conflict situations<br>• How to make ethical decisions in covering humanitarian, hostile, and conflict situations<br>• Understanding journalism ethics vis-à-vis attacks on journalists<br>• Recognizing vulnerability points among journalists<br><br>**Required Readings:**<br><br>Foley, M., Arthurs, C., & Abu-Fadil, M. (2017). *Model course on safety of journalists: A guide for journalism teachers in the Arab states*. Retrieved from http://unesdoc.unesco.org/images/0024/002482/248297e.pdf |

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| | Freedom Fund for Filipino Journalists. (2003). *Staying alive*. Manila, Philippines: Freedom Fund for Filipino Journalists.<br><br>Saady, A. (2017). *What if...? Safety handbook for women journalists*. Retrieved from http://iawrt.org/sites/default/files/field/pdf/2017/11/IAWRT%20Safety%20Manual.Download.10112017.pdf<br><br>The Philippine Journalist's Code of Ethics<br><br>**Additional Reference:**<br><br>Organization for Security and Cooperation in Europe. (2014, January). *OSCE Safety of Journalists Guidebook, 2nd Edition*. Retrieved from https://www.osce.org/fom/118052?download=true |
| **Weeks 7-8** | **Risk Assessment**<br>• What are hostile or dangerous environments?<br>• Identification and assessment of different types of risks and threats journalists may be exposed to prior to and while working in hostile or dangerous environments<br>• Understanding of the importance and use of risk assessment tools<br><br>**Required Readings:**<br><br>Foley, M., Arthurs, C., & Abu-Fadil, M. (2017). *Model course on safety of journalists: A guide for journalism teachers in the Arab states*. Retrieved from http://unesdoc.unesco.org/images/0024/002482/248297e.pdf<br><br>MacArthur Foundation and the Open Society Foundations. (2019, March). *News organizations safety self-assessment*. Retrieved from https://dartcenter.org/sites/default/files/news_organizations_safety_self-assessment.pdf<br><br>Smyth, F., Lowenthal, T., & O'Brien, D. (2012). *CPJ journalist security guide: Covering the news in a dangerous and changing world*. Retrieved from https://cpj.org/reports/2012/04/journalist-security-guide.php<br><br>UNESCO and Reporters Without Borders. (2015). *Safety guide for journalists: A handbook for reporters in high-risk environments*. Retrieved from http://unesdoc.unesco.org/images/0024/002439/243986e.pdf |

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| | **Additional References:**<br><br>Committee to Protect Journalists. (2019, October 11). *Physical safety: War reporting*. Retrieved from https://cpj.org/2019/10/physical-safety-war-reporting.php<br><br>Committee to Protect Journalists. (2018, September 10). *Basic preparedness: Risk assessment*. Retrieved from https://cpj.org/2018/09/basic-preparedness-risk-assessment.php |
| **Weeks 9-10** | **Physical Safety**<br><ul><li>Maintaining personal safety while covering (1) hostile situations such as protests, demonstrations, violence, civil unrest, wars, and events in conflict zones and (2) hazards and disasters, e.g., extreme weather conditions, earthquakes, floods, fires</li><li>The importance of protective health measures (e.g., hydration, vaccination, use medi-alert bracelet with blood type and other basic medical information, health insurance) and personal hygiene practices</li><li>Safety tools and equipment (e.g., high frequency radio) and protective clothing appropriate for specific conditions/settings (e.g., flak jacket, body armor, tear gas goggles, helmet, strong boots)</li><li>Application of basic first aid management (practices) including use of first aid kits</li></ul><br>**Required Readings:**<br><br>Cebu Citizens-Press Council. (n.d.). *Tabang! Safety guide for journalists*. Cebu City, Philippines: Cebu Citizens-Press Council.<br><br>Foley, M., Arthurs, C., & Abu-Fadil, M. (2017). *Model course on safety of journalists: A guide for journalism teachers in the Arab states*. Retrieved from http://unesdoc.unesco.org/images/0024/002482/248297e.pdf<br><br>Freedom Fund for Filipino Journalists. (2003). *Staying alive*. Manila, Philippines: Freedom Fund for Filipino Journalists.<br><br>International News Safety Institute. (n.d.). INSI safety code. Retrieved from http://www.newssafety.org/about-insi/insi-safety-code/<br><br>McIntyre, P. (2003, March). *Live news: A survival guide for journalists*. Retrieved from http://www.ifj.org/fileadmin/images/Live_News_versions/Live_News_EN.pdf |

Presidential Task Force on Media Security. (2018). *Handbook on personal security measures for media practitioners: What you should and should not do to protect yourself and your family*. Manila, Philippines: Presidential Task Force on Media Security.

Saady, A. (2017). *What if...? Safety handbook for women journalists*. Retrieved from http://iawrt.org/sites/default/files/field/pdf/2017/11/IAWRT%20Safety%20Manual.Download.10112017.pdf

Smyth, F., Lowenthal, T., & O'Brien, D. (2012). CPJ journalist security guide: Covering the news in a dangerous and changing world. Retrieved from https://cpj.org/reports/2012/04/journalist-security-guide.php

**Additional References:**

Committee to Protect Journalists. (2018, September 4). *Solo reporting*. Retrieved from https://cpj.org/2019/09/physical-safety-solo-reporting.php

Committee to Protect Journalists. (2018, September 10). *Physical safety: Natural disasters and extreme weather*. Retrieved from https://cpj.org/2018/09/physical-safety-natural-disasters-and-extreme-weat.php

Committee to Protect Journalists. (2018, September 10). *Physical Safety: Civil Disorder*. Retrieved from https://cpj.org/2018/09/physical-safety-civil-disorder.php

Hoiby, M. & Garrido, M. (2020, February 25). *Reconsidering journalist safety training*. Retrieved from https://www.cogitatiopress.com/mediaandcommunication/article/view/2525/2525

Journalist Union of Turkey. (2017, October 6). *Safety protocol with 16 points for journalists covering conflict zones*. Retrieved from https://europeanjournalists.org/blog/2017/10/06/safety-protocol-with-16-points-for-journalists-covering-conflict-zones/

Securing Access to Free Expression (SAFE) Initiative. (2020, January 10). *How journalists can protect themselves before, during, and after natural disasters*. Retrieved from https://www.irex.org/insight/how-journalists-can-protect-themselves-during-and-after-natural-disasters

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| **Week 11** | **Safety in Covering Pandemics**<br>&bull; Safety protocols for journalists prior to, during, and after coverage<br>&bull; Standard checklist for editors prior to deploying reporters<br>&bull; Remote interviewing and other news gathering techniques<br>&bull; Redefining news production and delivery during community quarantine<br>&bull; Managing restrictions on news sources<br>&bull; Handling threats to practice of profession during pandemic situations<br>&bull; Recognizing journalists' right to health check procedures and related benefits as frontliners<br>&bull; Identifying economic effects and impact of pandemics on news organizations<br>&bull; Responsibilities of media organizations as employers to ease burden of pandemics<br><br>**Required Readings:**<br><br>AMA Journal of Ethics. (2020, January). *What should health science journalists do in epidemic responses?* Retrieved from https://journalofethics.ama-assn.org/article/what-should-health-science-journalists-do-epidemic-responses/2020-01<br><br>Committee to Protect Journalists. (2020, April 16). *Editor's Checklist: Preparing for COVID-19 assignments.* Retrieved from https://cpj.org/2020/04/editors-checklist-preparing-covid-19-assignments-safety.php<br><br>Ethical Journalism Network. (n.d.). *7 points for covering a pandemic.* Retrieved from https://ethicaljournalismnetwork.org/resources/infographics/7-points-for-covering-a-pandemic<br><br>Ethical Journalism Network. (2020, April 22). *Reporting on COVID-19: Remote interviewing.* Retrieved from https://ethicaljournalismnetwork.org/reporting-on-covid-19-remote-interviewing<br><br>**Additional References:**<br><br>Asia Pacific Report. (2020, March 30). *Reporting the COVID-19 unknown: How reporters in the Philippines do their job*. Retrieved from https://asiapacificreport.nz/2020/03/30/reporting-the-covid-19-unknown-how-reporters-in-philippines-dotheir-job/?fbclid=IwAR0f_1k1W1qISPNt1mXPyASaq2I5iwdxan9H0J7_OXDtBn2fCylcbZkOERY |

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| | Dart Center for Journalism and Trauma. (2020, February 28). *Covering coronavirus: Resources for journalists*. Retrieved from https://dartcenter.org/resources/covering-coronavirus-resources-journalists<br><br>Ethical Journalism Network. (2020, March 18). *Media ethics, safety, and mental health: reporting in the time of COVID-19*. Retrieved from https://ethicaljournalismnetwork.org/media-ethics-safety-and-mental-health-reporting-in-the-time-of-covid-19<br><br>Lawrence, E. (2020, April 9). *Covering coronavirus: Advice to video journalists*. Retrieved from https://dartcenter.org/resources/covering-coronavirus-advice-video-journalists |
| **Week 12** | **Digital Safety**<br><ul><li>Different types of digital/online risks/threats</li><li>The right to online privacy</li><li>Basic digital safety features in electronic devices (computers, mobiles, cameras, recording devices) including privacy settings</li><li>Types of digital threats to physical safety including intimidation and harassment, e.g., doxing</li><li>Types of digital threats to security of material (e.g., notes, videos, contact details) and technical measures to ensure material security including remote data storage</li><li>Electronic safety applications such as Reporta, Guardly, bSafe, Red Panic Button, Salama App, and Umbrella</li><li>Use of digital security technologies including anonymity and encryption tools</li><li>Use of tracking and location finders of electronic devices and applications</li><li>Understanding of digital surveillance (including browser records, telephone records, malware, ISP records, app records, email records)</li></ul>**Required Readings:**<br><br>Henrichsen, J. R., Betz, M., & Lisosky, J. M. (2015). *Building digital safety for journalism: A survey of selected issues*. Retrieved from http://unesdoc.unesco.org/images/0023/002323/232358e.pdf<br><br>IJNet. (2014, December 22). *8 tools for greater digital security in 2015*. Retrieved from https://ijnet.org/en/blog/8-tools-greater-digital-security-2015 |

Pearce, A. (2015, March 17). *Cyber security for journalists: The internet is a hostile environment too*. Retrieved from http://www.bbc.co.uk/blogs/collegeofjournalism/entries/f540a5b9-f84b-45a2-a77c-dfb9bbcd98b0

Presidential Task Force on Media Security. (2018). *Handbook on personal security measures for media practitioners: What you should and should not do to protect yourself and your family*. Manila, Philippines: Presidential Task Force on Media Security.

Rory Peck Trust. (2013, July). *A digital security glossary*. Retrieved from https://rorypecktrust.org/resources/digital-security/the-basics/glossary

Saady, A. (2017). *What if...? Safety handbook for women journalists*. Retrieved from http://iawrt.org/sites/default/files/field/pdf/2017/11/IAWRT%20Safety%20Manual.Download.10112017.pdf

**Additional References:**

Albright, D. (2015, January 25). *Avoiding internet surveillance: The complete guide*. Retrieved from https://www.makeuseof.com/tag/avoiding-internet-surveillance-complete-guide/

Fitzgerald, M. (2014, December 11). *Embracing encryption in an age of surveillance*. Retrieved from http://niemanreports.org/articles/embracing-encryption-in-an-age-of-surveillance/

Freedom of the Press Foundation. (2020, March 18). *How journalists can work from home securely*. Retrieved from https://freedom.press/training/blog/wfh-securely/

Henrichsen, J. R., Betz, M., & Lisosky, J. M. (2015). *Building digital safety for journalism: A survey of selected issues*. Retrieved from http://unesdoc.unesco.org/images/0023/002323/232358e.pdf

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| **Week 13** | **Psychosocial Safety**<br>• Coping mechanisms and survival techniques in hostile environments<br>• Causes, symptoms, prevention, management and care, and effects of stress, trauma, and Posttraumatic Stress Disorder (PTSD)<br>• Handling interviewees who are victims<br>• How newsrooms can safeguard the mental health of reporters |

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| | **Required Readings:**<br><br>Brayne, M. (Ed.). *Trauma & journalism: A guide for journalists, editors & managers*. Retrieved from https://dartcenter.org/sites/default/files/DCE_JournoTraumaHandbook.pdf<br><br>Foley, M., Arthurs, C., & Abu-Fadil, M. (2017). *Model course on safety of journalists: A guide for journalism teachers in the Arab states*. Retrieved from http://unesdoc.unesco.org/images/0024/002482/248297e.pdf<br><br>International Journalists' Network. (2020, April 3). *Mental health tips and resources for journalists*. Retrieved from https://ijnet.org/en/story/mental-health-tips-and-resources-journalists<br><br>Poynter Institute. (2020). *How journalists can fight stress from covering the coronavirus.* Retrieved from https://www.poynter.org/reporting-editing/2020/how-journalists-can-fight-stress-from-covering-the-coronavirus/<br><br>Reed, K. (2015, May 4). *Why students should understand how to cover trauma*. Retrieved from http://mediashift.org/2015/05/why-students-should-understand-how-to-cover-trauma/<br><br>**Additional References:**<br><br>Committee to Protect Journalists. (2018, September 10). *Psychological safety*. Retrieved from https://cpj.org/2018/09/psychological-safety.php<br><br>Dart Center for Journalism and Trauma. (2014, July 31). *Editor perspective: Self-care practices and peer support for the newsroom*. Retrieved from https://dartcenter.org/content/editor-perspective-self-care-practices-and-peer-support-fornewsroom#.VUIffJTF-20 |
| **Week 14** | **Role of Duty Bearers and Citizens in Journalist Safety**<br>• Citizens' right to demand accountability from duty bearers (e.g., state actors such as the Presidential Task Force on Media Security, media owners) to create a safe media environment for journalists<br>• Journalist safety networks and mechanisms (e.g., Safety Offices, Quick Response Teams, human rights defenders, Freedom Fund for Filipino Journalists)<br><br>**Required Readings:**<br>Administrative Order No. 01: Creating the Presidential Task Force on Violations of the Right to Life, Liberty and Security of the Members of the Media |

| | Harboe, E., & Witchel, E. (Eds.). (2017). *Defending journalism*. Denmark: International Media Support. |
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| | Operational guidelines of the Presidential Task Force on Media Security |
| **Weeks 15-16** | Preparation of Final Outputs |
| **Week 17** | Course Synthesis |
| **Week 18** | Submission of Final Course Outputs and Course Assessment |

## Course Assessment

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| Class participation and attendance | 10% |
| In-class and take home tasks | 20% |
| **Midterm requirement:**<br>Students, individually or as a group, will be required to prepare a risk assessment plan based on a real issue faced by campus or community journalists whether in the same school/community or in another college or university/community.<br><br>The risk assessment plan will have two components (users): for the campus/community newspaper editors to design an editorial coverage for a particular risky or hostile setting, and for the campus/community journalist to enable himself/herself to safely navigate a particular story assignment. | 30% |
| Final output: Case study of the news media coverage of a hostile or risky situation by a particular news agency. The study will be based on the following: (a) interview with the news desk managing the story, (b) interview with reporter(s) involved in the coverage, and (c) analysis of coverage (i.e., published stories or aired footages). The students will be divided into groups, each assigned a particular area—legal, physical, digital, health, or psychosocial safety.<br><br>The study will cover the following issues:<br>• How safety and protection concerns were planned and implemented | 40% |

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| • Risks or threats encountered in the coverage and how they were addressed (especially at the ground level)<br>• Strategies undertaken from information/news sourcing to packaging and dissemination, mindful of the nuances involved in reporting risky or violent situations<br>• Effects of safety preparations on the quality of coverage on the story selected<br><br>**Grading Criteria:**<br>Evidence of critical understanding of theories/concepts/principles<br>Ability to relate lessons with newsroom scenarios<br>Relevance of answers to the questions<br>Extent of research<br>Quality of presentation | |
| **TOTAL** | **100%** |

## Useful Links

ACOS Alliance: https://www.acosalliance.org/about-acos
Asian Institute of Journalism and Communication: http://www.aijc.com.ph
Center for Media Freedom and Responsibility: http://cmfr-phil.org
Committee to Protect Journalists: http://www.cpj.org
Dart Centre for Journalism & Trauma: http://dartcenter.org
Ethical Journalism Network: http://ethicaljournalismnetwork.org/
FirstDraft.org
International Association of Women in Radio and Television: https://www.iawrt.org/
International Federation of Journalists: http://www.ifj.org
International News Safety Institute: http://www.newssafety.com/index.htm
International Society for Traumatic Stress Studies: http://www.istss.org
National Union of Journalists of the Philippines: http://www.nujp.org
Philippine Press Institute: http://www.philpressinstitute.net/
Poynter: http://www.poynter.org
Reporters Without Borders: http://en.rsf.org/
Rory Peck Trust: http://www.rorypecktrust.org
UNESCO: http://www.unesco.org
UNESCO Newsletter on the UN Plan of Action on the Safety of Journalists and the Issue of Impunity: http://www.unesco.org/new/en/communication-and-information/freedom-of-expression/safety-of-journalists/un-plan-of-action/newsletter/

## Sample Performance Indicators

| Program Outcome | Sample Performance Indicator |
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| Identify newsworthy stories in a complex field of facts and opinions, focusing on those of particular importance to the community they serve | Apply news values in selecting stories from a range of events, incidents, issues, opinions and the like<br><br>Relate news stories to the various contexts of their community |
| Conduct journalistic research | Identify and access relevant, valid and appropriate sources of information<br><br>Master data gathering methods such as notetaking, journalistic interviews, documentary research, observation, database usage, and other social science research techniques<br><br>Use the applicable technology ranging from the traditional (pen and paper) to the latest (digital devices and software)<br><br>Verify facts |
| Write, illustrate, edit, produce, and disseminate for various formats and platforms | Evaluate and select essential information<br><br>Organize and structure information into a suitable form and format for specific platforms<br><br>Master the use of correct language and journalistic style<br><br>Use relevant equipment and software |
| Uphold journalism ethics and professional standards in keeping with the role of journalism in a democracy | Understand journalism ethics including the rights and responsibilities of the journalist<br><br>Deliberate on and resolve ethical dilemmas, and account for their decisions<br><br>Appreciate present and past examples of best practices of journalism at home and abroad<br><br>Adhere to a good work ethic (work on deadlines, work on their own or in teams within news organizations or as freelancers) |
|  |  |

| Program Outcome | Sample Performance Indicator |
|---|---|
| In the case of graduates of universities, produce scholarly work that would add to the body of knowledge on journalism | Select, analyze and organize relevant topics for scholarly inquiry in journalism<br><br>Conduct a credible literature review<br><br>Adopt an appropriate research framework and methodology |

# Acknowledgement

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