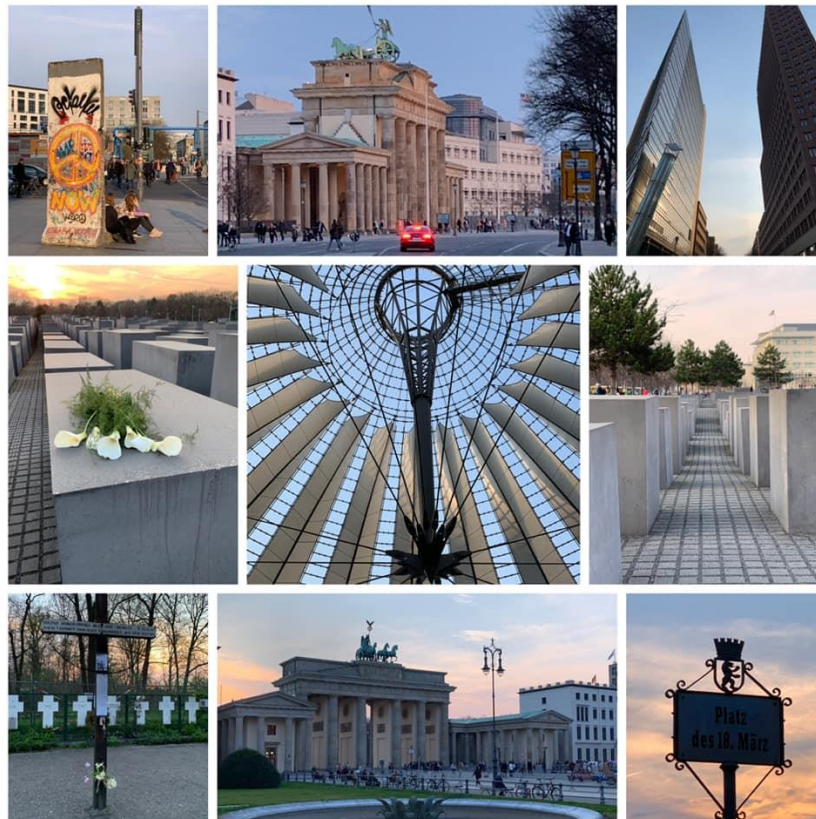


Cultural Journalism



Study Guide 2023-2024

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Institute for Media - School of Journalism
Utrecht, the Netherlands

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Introduction

Welcome to Cultural Journalism, a specialized course in international arts and culture reporting offered to you by the Utrecht School of Journalism, the Netherlands. This programme is part of our international offer in journalism and is open to students from our own university and other media related and international studies in the Netherlands and abroad.

You will be part of an intercultural classroom and work together with other students, from all over the world. You will produce international stories and acquire knowledge on arts, culture, lifestyle (popular culture), identity and cultural journalism. Training in reporting skills and design thinking are part of the programme.

The classroom is also interdisciplinary, you can share your own skills and knowledge and learn from others. This programme will challenge you in critical and creative thinking, it will give you options to work together in an intercultural team and pursue your own ambitions in international reporting.

Honours level is offered in electives to all students, at the start of the programme you can decide if you want to participate and register for the International Journalism honours track (Osiris code: JHON-INTJOURN-20).

The Cultural Journalism programme is based on interactive learning, and requires a high degree of commitment and work, both individually and in team settings. Presence and participation in class meetings and excursions/study trips is required and takes up to 3 days per week. Learning takes place in a multicultural and multidisciplinary framework; based on journalism competencies (NL framework and international Tartu Declaration) and the intercultural competency framework of Nuffic.

You will start with acquiring a body of knowledge on popular culture and cultural theory, international reporting and cultural journalism, and design thinking and media innovation. Journalism skills and tools will be taught progressively during the programme, depending on your own level (a level assignment prior to the start of the programme is mandatory). In your cross-media stories you will combine text, audio, video and visuals and publish on our own online platform. In a small team you will design and develop a media innovation for a real client, using design thinking methodology and practice based and design-oriented research.

The teaching staff is part of the Utrecht School of Journalism, supplemented by instructors from our Media Desk at the Institute for Media.

Utrecht, December 2023

Course descriptions - Part I

Content course

In the Content course you will acquire your 'body of knowledge'. This offers you the context for the whole programme. All other courses are based on this context. You will apply content in your productions and use knowledge to find sources and analyse topics. In different work forms you will be introduced to important themes, theories and concepts about (popular) art and culture. Topics include but are not limited to:

- Contemporary art history;
- Film history and -theory;
- Gender-, class- and race theory;
- Creative Cities: where art and culture are 'presented, represented and reflected'.

The course offers basic knowledge on arts and culture which will help you, as a young professional, to understand the world of modern art and the concepts of modernity, autonomy and engagement. You will analyse culture and identity through expression and representation in multiple art forms and cultural spaces. This knowledge and understanding will also give insight in how arts and culture define and develop cities and citizens. This is offered in a more practical part starting in week 3. The Content course works towards a Berlin fieldtrip, where you will see and experience a creative city for real. You will also complete your final assignment in the Skills & Workshops course in Berlin.

This Content course gives you the basis that every international storyteller and reporter in the field of cultural journalism needs. In the theory part of the Media and Design Thinking course we will show you what this international work field looks like and what is required in cultural journalism. In the Skills & Workshop course you will apply your knowledge in a newsroom setting that will give you the experience of a junior reporter, for an international audience.

The Content in this course is assessed with different forms of a written exam and supported by group work, presentations and case reports.

Attending the lectures and fieldtrips, and active participation in class work is mandatory. Be sure to spend time studying the literature during the course, not just because that is a smart way to study, but also because you need the content in the other modules.

| Competence | Learning outcome |
|----------------------------------|--|
| News gathering and Research | Master content in an international context |
| <i>International competence</i> | <i>Knowledge of foreign languages General and Specific knowledge of cultures</i> |
| <i>International orientation</i> | <i>Orientation towards society and world</i> |
| <i>Personal qualities</i> | <i>Critical attitude Curiosity</i> |

Teaching and Learning environment

The Content module offers a number of weekly work forms including lectures, workshops (with in class student-presentations), film viewings, fieldtrips, desk and field research and team work. The tutorials for Creative Cities will only start in week 3, with an introductory lecture followed by an excursion to Amsterdam to see how arts and culture are present in the city and how themes from your other Content classes are represented and reflected in the public space. In week 4 two masterclasses will give insights in geographical indicators (demographic, socio-cultural, political and economic processes) that are at play in a city and drive cultural and creative development.

In week 4 you will start with the group assignment. Each learning team has a coach for feedback sessions. Working together on an assignment in an intercultural group will give you the opportunity to learn about each other's language and culture. Discussing the outcomes of your joined research will challenge you to be both critical and understanding of different viewpoints, experience and expertise. Therefore group work will also be part of your assessment in the Content course.

A detailed schedule of all classes, meetings and activities as well as detailed assignments and weekly homework, will be ready on Canvas before the start of the programme.

Assessment

Individual written exam on Contemporary art and culture history (more details on Canvas). Group assignment for Creative Cities consisting of desk research, field presentation and team work (reflection). The final grade is an average for all parts. See detailed assignment and assessment rubric on Canvas.

Resit: When the overall mark is a fail, you have to rewrite. It will be clearly indicated in the feedback which part(s) you need to rewrite to improve your work. Students can sign up for resit in the next block via Osiris before week 5.

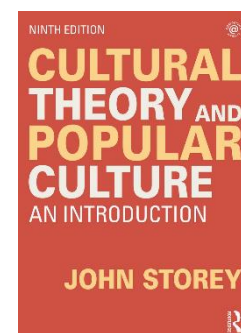
If a student doesn't participate in the group assignment (result = NA) the resit consists of a new individual assignment on a comparable Creative Cities topic.

Literature

Storey, John (2021), *Cultural Theory and Popular Culture An Introduction (9th Edition)*, Routledge ISBN 9781003011729

Supportive articles (via Canvas)

Hogan framework for team work (see Canvas)



Lecturers

Contemporary Art and Culture: linda.huijsmans@hu.nl and Timna.rauch@hu.nl

Creative Cities: jaco.boer@hu.nl and carien.touwen@hu.nl

Additional Information Berlin Fieldtrip

The Content courses offer the body of knowledge for the field trip to Berlin. This trip will take place in week C10, at the end of the first block. It consists of a 3-day excursion and a 2-day reporting trip to complete your final assignment in Skills & Workshops. The 'School of Journalism' arranges and pre-pays accommodation for five nights in a hostel and will inform you in time about costs and deposits. In case of cancellation, normal refund policy of the hostel applies. Take note: it is not possible to make your own accommodation plans, this is a group activity. You have to arrange your own transport: inward travel no later than on Sunday, we start Monday morning; outward travel from Friday onwards. The next block starts on Monday (week D1). All excursion related costs, such as museums and exhibitions will be covered by the study programme. All personal costs (accommodation, meals, local transport a.s.o.) are not covered by the study programme. More information will be available at the start of the programme.

Approximate costs for the field trip:

- Hostel: 20-25 euro per night, excl. breakfast, incl city tax
- Trip: 50-80 euro return ticket train or bus
120-200 euro for a plane ticket
- Local travel: 40 euro week card Berlin.
- Meals: own choice



You don't need a visa for Germany as it is a Schengen-country, but you have to bring your passport or ID-card.

Skills & Workshops

The course Skills & Workshops offers you training in several journalism genres and skills (audio, video, text, photography) as well as English language training. You will make a portfolio consisting of multimedia productions for an online publication platform with stories related to the themes in the other courses. Participation in workshops and newsroom meetings is mandatory, just like journalistic deadlines, and giving feedback is assessed as professional conduct and teamwork.

You will learn how to pitch and produce English language stories as part of a team and publish on a public online platform. The newsroom is therefore a simulation of working as an actual (freelance) journalist using a toolkit of skills for cross media storytelling.

| Competence | Learning outcomes |
|----------------------------|---|
| Newsgathering and Research | Select and describe complex topics Assess relevant and reliable information from diverse sources and your own observation Choose focus for an audience and medium |
| Production | Use storytelling techniques for a cross media production Professional conduct and teamwork |

| | |
|----------------------------------|---|
| <i>Intercultural Competence</i> | <i>Knowledge of foreign languages Knowledge of communication styles Interest in different perspectives</i> |
| <i>International orientation</i> | <i>Orientation towards the profession – making use of international information sources and resources from different countries.</i> |
| <i>Personal qualities</i> | <i>Critical attitude – Responsibility – Independence – Drive – Perseverance – Adaptability – Flexibility – Creativity – Curiosity – Tolerance to stress</i> |

Teaching and Learning

Every week the newsroom will meet on campus for approximately 3 hours on Monday and Tuesday. Monday morning will start with a plenary editorial meeting . On Tuesday there will be time to work in smaller teams on campus, with personal feedback from your coaches and tutorials.

You will work individually or in smaller teams off campus on stories. Workshops in several journalism skills (writing, radio, audio, visuals) will be offered on campus.

A more detailed schedule will be published on Canvas prior to the start of the programme.

Assessment

A portfolio with productions, produced in a newsroom setting.

Criteria are linked to requirements of journalism genres and cross-media elements (use of different journalism skills in your productions).

Detailed assignment and an assessment rubric will be published on Canvas.

Resit: rewriting articles in the production portfolio, students have to sign up for a resit the next period [via Osiris](#). A second resit (next year) will require a new production portfolio.

Literature

Perfect Digital Storytelling in just nine steps, Alexandra Stark and Martin Oswald, 2021

Licensed under Creative Commons,

[Distributed by EJTA](#) (free download) and available via Canvas (pdf).



Lecturers

Skills & Workshops: elvira.vannoort@hu.nl, jasper.vanvugt@hu.nl, toon.brouwers@hu.nl

Several guest speakers t.b.a.

Media & Design thinking

In an ever-changing media world news outlets are searching for new possibilities to connect to their audience. Ways in which we consume news shift rapidly, and so does the needs of our audience.

In this course you will learn how to use the method of Design Thinking to define and analyse a 'problem or opportunity' for a real life client in the field of cultural journalism.

In the first three weeks you will get to know the work field of international cultural journalism and the theory underlying intercultural and inclusive storytelling. You will research (in a team) the media environment/landscape and the question from your client using practice based and design oriented media research. Through tutorials in Design Thinking you will acquire the tools to analyse your client's question and make a design statement for a possible solution.

| Competency | Learning outcomes |
|-------------------------------|--|
| Accountability & the Public | Analyse the audience/target group using relevant methods Reach the audience/target group and interact actively |
| Entrepreneurship & Innovation | Know the media landscape and take a professional stance Recognize developments in the media landscape and make relevant choices Pitch a journalism story/concept to colleagues and experts |
| Research & Reflection | Research and analyse the societal role of journalism Explain developments and issues in the professional field of journalism |

| | |
|----------------------------------|---|
| <i>International competence</i> | <i>Interest in different perspectives Knowledge of identities, stereotypes Intercultural relations-building and networking skills</i> |
| <i>International orientation</i> | <i>Orientation towards society and the world Orientation towards the profession</i> |
| <i>Personal qualities</i> | <i>Problem solving skills and Creativity Entrepreneurial skills</i> |

Teaching and Learning

Media and Society: cultural journalism

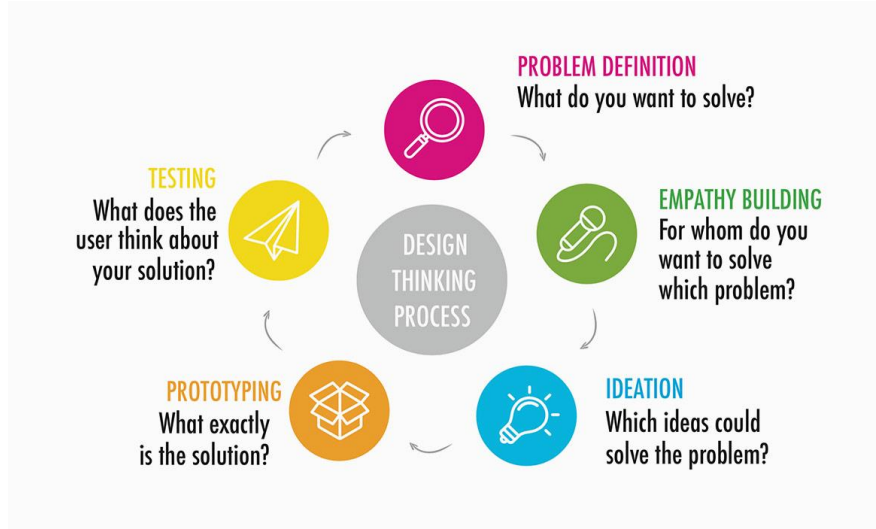
This first, theoretical, part of the course focusses on research and analysis of the international media landscape, the role of journalists in society and the diversity and globality of audiences. You will study relevant articles and theory. In learning teams you will research a current topic related to the media environment and question from your client. On the basis of cases you will consider, analyse and discuss (via practice based research) different aspects of cultural journalism and inclusive storytelling. Especially with regard to the role of a journalist working in a globalized world and the professional task to include people and voices from diverse backgrounds in your stories.

Design Thinking

In the second part of this course, starting in week 2, you will learn how to use the method of Design Thinking to define and analyse a 'problem or opportunity' in cultural journalism, offered to you by a client in the work field.

Weekly lectures will be alternated with guided seminars. In smaller teams you will analyse

the needs of your audience by conducting both literature and field research (design oriented research) and you will develop an idea for an innovative solution based on your findings.



Assessment

Your final assignment is a project report, including your media analysis, theory and background of your design statement and a pitch for an innovation project, to be pitched to the 'client' and lecturer. This project report will form the basis for your Innovation project course in the second term. Reflection and evaluation of the group process and your individual role is part of this assignment.

See detailed assignment and assessment rubric on Canvas.

Rewrites can be taken in the next block or block E, registration [in Osiris](#) before week 5.

Literature

Media and Society

Storey, John (2021), *Cultural Theory and Popular Culture An Introduction (9th Edition)*, Routledge ISBN 9781003011729

Several article available on Canvas such as:

- Selected chapters from literature on (inter)cultural journalism available on Canvas.
- Kim Bui, P. (April 26, 2018). The empathetic newsroom: How journalists can better cover neglected communities. Free download from the [American press institute](#)
- Weaver, D. H. & Willnat, L. (2012). Worlds of journalism: journalism cultures, professional Autonomy and Perceived Influences across 18 nations. From: D. H. Weaver & L. Willnat (Eds.), *The global journalist in the 21st century*. Routledge.

Recommended literature:

Verhoeven, N. (2019). *Doing Research*. Boom

Design Thinking: Articles will be available on Canvas.

Lecturers

Media and Society: els.diekerhof@hu.nl

Design Thinking: cyril.snijders@hu.nl

Fieldtrips, Excursions & Extra-curricular activities (honours)

We will offer a couple of excursions and fieldtrips. They are part of the study programme and mandatory for all students. We will start with an Introduction programme in **Utrecht** in the first week. Visits to musea and other cultural hot spots will be announced on Canvas (part of Contemporary Arts and Culture). We will also visit **Amsterdam**, at the start of the Creative Cities part of Content. The first block of the Cultural Journalism-programme ends with a field trip to **Berlin**. See more details in Content.

Public transport: You can use an OV-chip card to pay for your travel, the deposit for the card is refundable at the end of your study period. But you can also use your debit card at most train stations and in most busses, or you can buy a single ticket. Note that cash is not widely accepted anymore in the Netherlands.

Honours activities will be announced at the start of the programme. In the second week a special meeting will be held to explain how it works and what you can sign up for. Each student who wants to participate will make a plan(ning) and can discuss progress with the honours coaches (Carien Touwen and Elvira van Noort) in the course of the semester.



Course descriptions - Part II

Research

Research is closely linked to the Cross-media Production course as your research portfolio will be the basis for your reporting trip to a European country. There will be some class meetings, but most of the time it will consist of coaching and feedback, individually or in smaller groups.

An important question for any reporter is where you can find the right information in order to write stories that will actually be read by your audience, because they are interesting. Another one is how to organize your research in a structured manner? In this course we begin by formulating the story we hope to write as a hypothesis that will be verified or disproved. By analysing a hypothetical story, a reporter can more easily see which information he or she needs to seek. This approach is called Story Based Inquiry and is developed by experienced investigative journalists.

| Competence | Learning outcomes |
|----------------------------------|--|
| Newsgathering and Research | Select and describe complex topics Assess relevant and reliable information from diverse sources and your own observation Use complex research methods and datasets Choose focus for an audience and medium Account for your choices and conduct in research |
| <i>International competence</i> | <i>Knowledge of foreign language Interest in different perspectives</i> |
| <i>International orientation</i> | <i>Orientation towards society and the world Orientation towards the profession</i> |
| <i>Personal qualities</i> | <i>Problem solving skills</i> |

Teaching and Learning

This module consists of tutorials with instruction and methodology for doing journalism research and individual feedback sessions to support you during research and the production of your research portfolio. Tutorials are scheduled once a week, feedback is planned with your coach on an individual basis.

Assessment

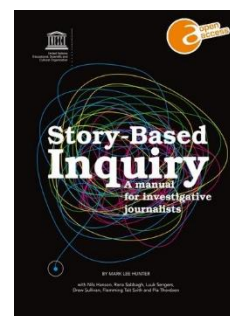
A research portfolio that will form the basis for your reporting trip in May and your cross-media production. Your research portfolio is assessed formatively before you travel abroad, you can improve it on the basis of the feedback and hand-in your final report together with your production at the end of the block.-

See detailed assignment and assessment rubric on Canvas. Sign up for rewrites [in Osiris](#).

Literature

Perfect Digital Storytelling in just nine steps, Alexandra Stark and Martin Oswald, 2021 Licenced under Creative Commons, EJTA

Hunter, M.L. (2011). [*Story Based Inquiry*](#). Unesco



Lecturers/coaches

jasper.vanvugt@hu.nl; elvira.vannoort@hu.nl

Additional Information

Country and topic for the cross-media production is a free choice but needs to relate to the content of this programme: cultural journalism. The costs involved in your reporting trip are your own responsibility, the School does not supply an allowance. Please consider these costs, as well as other difficulties such as language barriers, and safety issues, when planning your reporting trip. We strongly recommend that you discuss options with your coach.

Cross-media production

In the second block you make more in-depth productions such as features and mini-documentaries (both AV and podcast) and make sure that your production includes more than one medium. On request there will be special workshops to support specific, more specialized skills needed for your productions. Based on the research portfolio, you will produce two cross-media productions, to be published on the HU publication platform. The cross-media productions are presented to the work field in a final presentation, including also the innovation projects and honours activities.

This course is a major exercise to learn practical skills for reporting and working in an international setting. Just like reporters in the field, you will identify and explain relevant developments for a specific audience and select news angles to give your story relevance. You will apply storytelling techniques and create an attractive presentation. Your productions meet (ethical) journalism standards of balance, representation and reliability. Your considerations and choices reflect the characteristics of cultural journalism and fits the work field and audiences of (international) cultural productions.

| Competency | Learning outcomes |
|----------------------------|--|
| Newsgathering and Research | Master content in a national and international context Assess relevant and reliable information from diverse sources and your own observation Choose focus for an audience and medium |
| Production | Produce cross media productions for an audience Use storytelling techniques for a cross media production Account for cross media conduct and choices Professional conduct and teamwork Reflect on professional role and conduct and implement improvements |

| | |
|----------------------------------|---|
| <i>International competence</i> | <i>Knowledge of foreign language Knowledge of communication styles Interest in different perspectives Engagement with other people and topics</i> |
| <i>International orientation</i> | <i>Orientation towards society and the world Orientation towards the profession</i> |
| <i>Personal qualities</i> | <i>Critical attitude Problem solving skills Perseverance</i> |

Teaching and Learning

Before the reporting trip your Research and Cross-media production (CMP) course are combined. The first session is a plenary Research tutorial. The second session (CMP) offers time to work in smaller teams on campus, with personal feedback and peer review on your story plans and reporting trip arrangements. In addition workshops in specific journalism skills and tools can be offered on campus, on a need to use basis (depending on the individual productions). After the reporting trip both weekly meetings will be used for production and coaching. Proofreading of the production before the final deadline is mandatory for everyone. A more detailed schedule will be published on Canvas prior to the start of the programme.

Assessment

A cross-media production in cultural journalism, on the basis of a 2-week reporting trip in Europe and the research portfolio (Research course).

Criteria are linked to requirements of journalism genres, storytelling techniques and cross-media elements (use of different journalism skills in your productions). Implementation of the proofreading feedback is also assessed.

See detailed assignment and assessment rubric on Canvas.

Resit: rewrite the cross-media productions, students have to sign up for a resit the next block [via Osiris](#). A second resit (next academic year) will require a new production/topic.

Literature

Required literature:

Perfect Digital Storytelling in just nine steps, Alexandra Stark and Martin Oswald, 2021

Licensed under Creative Commons by EJTA.

Lecturers

elvira.vannoort@hu.nl; jasper.vanvugt@hu.nl; toon.brouwers@hu.nl

Additional Information

Country/city and topic for the cross-media production is a free choice. The costs involved in your reporting trip are on your own account, the School does not supply an allowance. Please consider these costs, as well as other difficulties such as language barriers and safety issues, when planning your reporting trip. You can discuss options with your coach.

Innovation project

In the second term you and your team will continue with your innovation project. After the pitch in the first term it is now time to further develop your idea and create a prototype or implementation plan. As a team you will present your final product to the team of lecturers and the client. Your final portfolio includes a prototype of your product/concept and your product/concept will contain (at least) 3 journalistic productions made during the Cultural Journalism programme.

| Competency | Learning outcomes |
|----------------------------------|--|
| Accountability & the Public | Reach the audience/target group and interact actively Be accountable for ethical dilemmas in your professional conduct |
| Entrepreneurship & Innovation | Recognize developments in the media landscape and make relevant choices Pitch a journalism story/concept to colleagues and experts Design and create a concept, product or service |
| Research & Reflection | Explain developments and issues in the professional field of journalism |
| <i>International competence</i> | <i>Interest in different perspectives</i> <i>Knowledge of identities, stereotypes</i> <i>Interest in different perspectives</i> <i>Intercultural relations-building and networking skills</i> |
| <i>International orientation</i> | <i>Orientation towards society and the world</i> <i>Orientation towards the profession</i> |
| <i>Personal qualities</i> | <i>Problem solving skills</i> <i>Creativity</i> <i>Entrepreneurial skills</i> |

Teaching and Learning

The Innovation track continues with weekly tutorials and guided seminars. Students will work in teams and receive feedback and coaching by the lecturer.

Assessment

Innovation project report and pitch to stakeholder (groups)

Reflection report (individual).

In case of rewrite (block D or E) please [register in Osiris](#) before week 5.

Literature

Literature on Canvas.

Lecturer

cyril.snijders@hu.nl

Style guide

The School of Journalism follows APA for source notation and in text referencing in non-journalistic productions.

In Journalism productions genre specific requirements apply.

A more detailed style guide will be published on Canvas prior to the start of the programme.

Rules and Regulations

The European Culture and European Journalism Programme is part of the curriculum of the Institute for Media – School of Journalism, so all courses, assignments and exams are covered under the [Education and Examination Regulation \(EER\)](#), in Dutch called *OER HU*.

General rules and more specific regulations for the Cultural Journalism-programme are:

General:

1. Student's final grades are not merely based on the results of their assignments and exams. Also considered are their attendance at lectures and field trips, preparation of the lectures, class participation and respect for deadlines. Students are expected to attend all classes. If you are unable to attend, you should notify the lecturer by email.
2. Lecturers use the national grading scale according to the comparative table of grading systems.
3. The International Office translates national grades to ECTS grades.
4. All written assignments have to be submitted both digitally via email and on paper in the lecturer's post box or pigeonhole. The exact procedure will be explained during the introduction.
5. Each student has two chances to obtain a passing mark. If a student fails an assignment they may be offered one (1) re-sit on that assignment.
6. No student who has received a passing mark for an assignment will be permitted to resubmit in order to gain a better result. The first result stands.
7. All courses have to be graded at least with a 'pass' to graduate.
8. Results will be available within three weeks after the deadline or exam.
9. Students may request a consultation with the lecturer within ten working days after results are available.

Deadlines:

10. Deadlines for the submission of set work are important and must be met.
11. If students fail to submit work before deadline the work will not be accepted and the result will be a fail.
12. If students don't turn up at exams, the result will be a fail and re-sit is required.
13. All students are automatically registered for the first exam. For re-sits students have to register in Osiris. If not registered, the grade cannot be entered into the system and a new re-sit at the earliest possibility is required (often next academic year).
14. If a student has requested and has been granted permission for an extension on a deadline, the assignment counts as the first chance and will be graded normally.

15. Permission for an extension on a deadline can only be given by the lecturer of a specific course and the course coordinator.
16. A written request for permission of an extension should be submitted prior to the set deadline or exam, together with documents to support your request. In certain circumstances you can only submit afterwards. In this case, requests have to be submitted within ten days after the deadline or exam.
17. It is only possible to request for an extension or an extra re-sit for a written exam with the examination board.

Plagiarism

18. Plagiarism is defined as passing off the ideas or words of someone else as though they were your own. It applies equally to the work of other students and to published sources and the use of artificial intelligence. All work is assessed on the assumption that it is the work of the student: the words, ideas and arguments should be their own. However, much coursework will be based on what students have read and heard. It is therefore important that students show where, and how, their work is indebted to their sources.
19. Students should list the sources used in a bibliography or reference section at the end of each piece of work or in text when relevant. There should always be transparency on the use of artificial intelligence.
20. Plagiarism is a very serious offence. In each case of plagiarism, the Exam Committee will decide upon penalty.

Additional Information for incoming students

Work load and Credits

For each passed course, students receive 5 EC credits. EC(TS) stands for European Credit (Transfer System). One (1) ECTS credit point equalizes 28 hours of work. These 28 hours (or their multiples) constitute the total hours of time spent on each course. This includes scheduled course hours as well as hours of self-study, team work and production.

In the tutorials, attendance is by nature mandatory. Each student is obligated not merely to attend, but also to participate in each class session. To participate, each student must have prepared by completing all of the assigned readings and assignments and by thinking critically about each of those readings and assignments. The general class format will include class discussion.

Student's final grades are based on the results of their assignments and exams and in some courses also on their participation and presentations in class. Also considered are their attendance at lectures and field trips, preparation of the lectures, class participation and meeting of deadlines.

You will be automatically registered for the first exam with the registration for the course. For rewrites you have to register [in Osiris](#), before week 5 of the block in which you want to take the rewrite. Always the next block and as an extra option, block E.

Lectures use the national Dutch grading scale. Results are graded on a scale from 0 to 100. A score of 55 or better is a pass. The HU International Office translates national grades into international grades and sends transcripts to home universities of incoming students. Accurate use of English is important. But perfect English is not a major criterion of assessment, lecturers focus on content and journalistic standards. Proof reading is mandatory as part of the English language course.

Comparative Table of Grading Systems

| HU | ECTS | | %** | USA |
|---------|------|--|-----|-----|
| 9.0-10 | A | Excellent: outstanding performance with only minor errors | 10 | A+ |
| 8.0-8.9 | B | Very good: above the average standard but with some errors | 25 | A |
| 7.0-7.9 | C | Good: generally sound work with a number of notable errors | 30 | B |
| 6.0-6.9 | D | Satisfactory: fair but with significant shortcomings | 25 | C |
| 5.5-5.9 | E | Pass, sufficient: performance meets the minimum criteria | 10 | D |
| 5.0-5.4 | FX | Fail: some more work required before the credit can be awarded | - | E |
| <5.0 | F | Fail: considerable further work is required | - | F |

*ECTS: European Credit Transfer System** % of successful students normally achieving the grade.

Practical Information - Utrecht

Utrecht has a mix of a rich past and a dynamic present. The city, with its central location in the heart of the Netherlands, is known for its Dom church and Tower, museums and especially for its romantic canals. Thanks to its central position, Utrecht is one of the most important cities in the Netherlands. Here all rail, road and water transport systems come together. Utrecht houses 350,000 inhabitants and is the 4th largest city in the Netherlands. Since Utrecht has a population of approximately 70,000 students, there are many cafés, restaurants, shops and sports facilities at low budget prices.

Sports facilities

Sports facilities are open to all students at the Sport Centre Olympus, situated near the School of Journalism. The center has tennis courts, playing fields, squash courts, a fitness room and three sport halls where you can follow a course from fencing and tai-ki-ken-po to salsa and street dance. Of course, Utrecht has many more sports facilities for soccer, swimming, ice-skating, bowling, sailing etc. There is plenty of water to be found around Utrecht. There are two lakes close to Utrecht, the Haarijnse Plas and Maarsseveense Plassen where you can swim and get a tan in summer. At the Maarsseveens Plassen is also a huge wellness complex/sauna. To explore Utrecht from a different view, rent a canoe or water bike.

Cultural activities

[Parnassos Cultuurcentrum](#) is the International and Cultural Centre. They offer a number of music, theatre and dance courses for students at very reasonable prices. There are many cinemas in Utrecht showing movies in the original language with Dutch subtitles.

Erasmus Student Network

The School is a member of the Erasmus Student Network (ESN). Its bi-monthly magazine will be distributed in your mail folder. ESN organizes a range of activities, parties and sight-seeing trips for international students. They have a weekly gathering on Tuesday night at Maria where you can meet other students. You can find more about their activities at their website. www.esn-utrecht.nl

Dutch courses

Hogeschool Utrecht offers different courses to learn Dutch, for example “Dutch for foreigners” (NT2). You will receive more information from the International Office after your arrival in the Netherlands.

The Utrecht School of Journalism

The Utrecht School of Journalism (SVJ) is the oldest school for higher education in journalism in the Netherlands. Having been around for over fifty years, we have educated a large number of journalists.

Since 1966 the study programme of the School has combined a sound understanding of society with intense practical training and internships in journalism. International education has always been at the heart of our school.

Hogeschool Utrecht Printing

With the printer payment system it is possible for every HU student with a HU Account to use every Xerox printer in every building of the Hogeschool Utrecht to copy, scan and print. It is possible to access a Xerox printer in two ways

- By registering your account name / password
- By coupling your OV- or other card to your HU account

To be able to use the print facilities you need to credit your print balance via iDeal or credit card via www.printtegoed.hu.nl.

Classrooms

Most courses are scheduled at the Heidelberglaan 15, but some classes will be scheduled at other HU buildings on Padualaan or Bolognalaan. This will be clearly indicated in your schedule. Some coaching and group work will be online via the Cultural Journalism Virtual Classroom in Teams. If you don't have Teams on your computer please install it via: <https://sway.office.com/jAFa2Atz8bFLC3F7?ref=Link>

Opening hours

| | |
|-------------------------|--|
| Monday-Thursday: | 07:30-22:00 |
| Friday: | 07:30-18:00 |
| Saturday: | some HU buildings are open from 08.:30-17:00 |
| During school holidays: | 08:30-17:00 |
| National holidays: | closed |

For internet facilities and study rooms during the weekend and after school hours we advise you to go to the University library at the Uithof, Heidelberglaan 3.

Computers, camera's, recorders, phones

We strongly suggest you bring your own laptop, cell phone, camera and recorder.

With an eduroam account you can easily get access the Wifi of the Faculty. If you do not have such an account, we get you one. We also provide you with an inlog account for the Faculty's intranet and online library facilities.

Bring your own cell phone and buy a Dutch SIM-card and a prepaid card upon arrival. The SIM-card costs about 15 Euro but you will receive the same amount back on the prepaid card.

Library

The library (or *mediatheek*) is located at Padualaan 99. You will be issued a library card the first time you wish to take out books. Due to corona 'study spots' need to be booked in advance. The catalogue can be found online <https://www.catalogus.hogeschoolutrecht.nl>. Website of the University library: <http://www.uu.nl/EN/library>

Contact and information

The Cultural Journalism programme has its own page in our study portal Canvas. Official information, latest news and changes in schedule will be posted on this page. Your study schedule will also be available via the Calendar on the Canvas page.

In addition students often set up their own WhatsApp group for informal communication. For group work communication via the Cultural Journalism Virtual Classroom is also possible, or you can set up a Slack group. Students can contact lecturers via their email addresses or school mobile phones.

Contact details

School of Journalism

| | | |
|-------------------------------|---|---|
| Programme coordinator | : | Carien Touwen |
| E-mail | : | carien.touwen@hu.nl |
| Phone/app | : | +31 (0)6 14241315 |
| Ass. Coordinator(back office) | : | Hanneke Leenders |
| Phone | : | |
| E-mail | : | hanneke.leenders@hu.nl |
| Correspondence address | : | Hogeschool Utrecht School of Journalism, P.O. Box 8611 3503 RP CJ Utrecht The Netherlands |
| Visiting address | : | Heidelberglaan 15 3584 CS Utrecht (De Uithof) |

HU International Office

| | | |
|------------------------|---|--|
| Assistance | : | Team student exchange |
| Phone | : | +31 (0)88 481 8181 |
| E-mail | : | exchange@hu.nl |
| web | : | www.hu.nl |
| Correspondence address | : | Hogeschool Utrecht International Office, Incoming Students P.O. Box 13102 3507 LC Utrecht The Netherlands |
| Visiting address | : | Padualaan 101 3484 CH Utrecht |

Student Support at HU

[General Study information](https://wegwijs.hu.nl/study-info): <https://wegwijs.hu.nl/study-info>

[Mental and physical health support](https://wegwijs.hu.nl/support): <https://wegwijs.hu.nl/support>

[The Student Support Centre \(SSC\)](#) is for and by students. The free training courses, workshops and support groups are designed together with students and deal with current topics that they feel are necessary in order to study comfortably. The student assistants are involved in, among other things, developing and giving training courses, evaluation and communication.

APPENDIX

Competencies and learning outcomes

National Journalism Competencies (BA Journalism, NL, 2015)

1. News gathering and research

Selecting topics and contextualising journalistic topics on global, international and/or national level, based on your own journalism research, including the use and analyses of data (qualitative and quantitative).

2. Journalism Production

Producing a complex, cross media production.

3. Accountability and the public

Building relationships with the public and diverse target groups. Accounting for journalistic practice in the public and professional sphere.

4. Entrepreneurship and Innovation

Developing a journalism concept on the basis of practice based and design-oriented research. Devising a business plan for the production and sale of a journalism production/story.

5. Practice based research and Reflection

Conducting a research into a media/journalism related issue or trend by means of practice-based and/or design-oriented research.

International Journalism Competencies (BA Journalism, EJTA, 2020)

The national competences required for bachelor level follow the [Tartu Declaration](#) (European Qualification Profile 2006, revised in 2020) of the European Journalism Training Association.

1. The competence to reflect on journalism's role in society

- 1.1 understand the role of journalism for democratic society
- 1.2 know the legal and ethical framework of journalism
- 1.3 to be able to reflect on the future of journalism
- 1.4 understand the values that underlie professional choices
- 1.5 to be able to link the local with the national and the global

2. The competence to find relevant issues and angles

- 2.1 know current events and their context
- 2.2 know what is relevant for various audiences
- 2.3 be able to identify what the public is interested in
- 2.4 know how audiences use different media
- 2.5 be able to identify newsworthy issues on the basis of in-depth research

3. The competence to organise journalistic work

- 3.1 be able to make a realistic work plan
- 3.2 be able to work under pressure
- 3.3 be able to adjust to unforeseen situations
- 3.4 be able to facilitate diverse participation in debate
- 3.5 be able to work within budget limits

4. The competence to gather information swiftly

- 4.1 have a wide general knowledge as well as specialised knowledge in a field
- 4.2 be able to identify multiple perspectives on an issue
- 4.3 be able to evaluate sources
- 4.4 be able to ensure security in the process of information gathering
- 4.5 be able to use contributions from the public

5. The competence to select the essential information

- 5.1 be able to distinguish between main and side issues
- 5.2 be able to select information on the basis of reliability
- 5.3 be able to select information on the basis of relevance for the audience
- 5.4 be able to select information in accordance with the media platform
- 5.5 be able to interpret the selected information

6. The competence to present information in an effective journalistic form

- 6.1 understand how people receive and process information
- 6.2 have an outstanding linguistic competence
- 6.3 have an outstanding audio-visual competence
- 6.4 be able to use different types of story-telling techniques
- 6.5 be able to present content in effective formats

7. The competence to account for journalistic work

- 7.1 be able to take responsibility for the impact of one's work
- 7.2 be able to take responsibility for the choices made during the process
- 7.3 have a clear idea of the required quality of journalistic products
- 7.4 be able to evaluate own work
- 7.5 be willing to take criticism constructively

8. The competence to cooperate

- 8.1 have good social skills
- 8.2 be reliable
- 8.3 be able to present ideas convincingly
- 8.4 be able to find solutions cooperatively
- 8.5 show insight into roles and relations within a team

9. The competence to act as a journalistic entrepreneur

- 9.1 understand the economic conditions underlying the profession
- 9.2 be able to identify the needs of a target audience
- 9.3 be able to develop innovative formats/products/processes
- 9.4 be able to build a realistic business model
- 9.5 know the practical aspects of being an entrepreneur

10. The competence to contribute to the development of the profession

- 10.1 be able to analyse a complex professional problem
- 10.2 be able to define a relevant research question
- 10.3 be able to use current methods of data collection
- 10.4 be able to use current methods of analysing and processing data
- 10.5 be able to provide workable solutions for complex practical issues

Honours competencies (HU, 2015)

Competences for the honours level follow the profile characteristics of the Excellent Professional as defined by the HU University of Applied Sciences, applied for Journalism and Media Studies. In general, honours level is defined by a higher level of complexity, a broader scope (interdisciplinary) and autonomous professional conduct, in line with the [Dublin Descriptors](#), level 6+ (bachelor with honours).



Reflective Practice/ learning practitioner

- ✓ Shows to systematically understand the discipline and master skills and methodologies
- ✓ Assesses his own professional conduct critically and systematically adjusts his actions accordingly
- ✓ Acts in a realistic professional context

International Perspective/ global professional

- ✓ Is able to position his professional practice in an international context
- ✓ Considers cultural diversity
- ✓ Can make an internationally oriented contribution to the professional development

Leadership Qualities / inspiring leader

- ✓ Can analyse problem situations, generate possible solutions and make decisions.
- ✓ Acts proactively and inspires and stimulates others
- ✓ Reflects on his actions and adjusts his practice accordingly (learning ability). Is aware of his own personal abilities and perceptions.
- ✓ Acts from vision
- ✓ Can work within a team, is able to plan, execute, and delegate.
- ✓ Can communicate effectively within a team and individually, focusing on the successful completion of a task and /or process of cooperation.

Professional Drive / entrepreneur

- ✓ Has a clear vision on the profession and his own professional development.
- ✓ Dares to set challenging goals and takes initiative to achieve them.
- ✓ Learns from setbacks, continues to achieve goals and shows creativity in problem solution.
- ✓ Can work purposefully and self-directed. Masters skills such as goal setting, monitoring and process evaluation. Can thus successfully complete tasks within the stipulated time.

Innovation and dissemination/ digital creative

- ✓ Is able to think divergently by developing innovations and convert them into a useful product or service.
- ✓ Recognizes opportunities to implement new innovations.
- ✓ Is able to develop and share products and services for the needs and benefits of society.

Note that bachelor level is the basic level of the programme and should be achieved to successfully complete the programme and acquire 30 ECTS.

At HU University of Applied Sciences, honours is offered as an elective in several courses and projects throughout the bachelor programme. Honours is rewarded with 'honours stars' instead of regular credits. One star is comparable to 5 EC study load.

In Cultural Journalism you can acquire 1-2 honours stars, in addition to the 30 EC credits for the programme. At the start of the programme you can make your own personal development plan with the honours coaches.

Intercultural Competencies (Nuffic, 2019)

Learning and working in an intercultural and interdisciplinary classrooms offers opportunities to develop and strengthen personal and professional qualities in an international context. The [Nuffic model for intercultural competence](#) has been the basis for a teaching and learning environment which support this. Elements of this model are integrated in courses and are part of our regular competencies and assessment. Implementation is in line with the [HU Narrative on International orientation](#).



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