

PROGRAM OF EXAMINATION
for those applying to study at the Master Program ‘JOURNALISM’
(curriculum nomenclature 031300 ‘JOURNALISM’),
curriculum profile ‘Global Communication and International Journalism’
for Russian and foreign applicants

INTERVIEW

SECTION 1. AREA AND SUBJECT OF DISCUSSION

The exam is dedicated to discussion of a socially relevant issue seen via media content of today’s global and national media actors. Possible media the content of which will be discussed include online versions of the following media or media of a similar scale:

- Print-based media: *The Guardian* (guardian.co.uk), *The Daily Mail* (mailonline.co.uk), *The New York Times* (nyt.com), *USA Today* (usatoday.com), *Spiegel Online* (spiegel.de), *European Voice* (europeanvoice.com), *The Jerusalem Post* (jpost.com), *The Arab News* (arabnews.com), *China Daily* (chinadaily.com.cn)
- TV-based media: BBC (bbc.co.uk), CNN (cnn.com), Euronews (euronews.org), Russia Today (rt.com), Al-Jazeera (aljazeera.com)
- Online media and user-generated-content media: Global Voices (globalvoicesonline.org), The Huffington Post (huffingtonpost.com/theworldpost)

SECTION 2. USEFUL LITERATURE

1. Blumler J. G., Gurevitch M. *The Crisis of Public Communication*. London, 1995.
2. Campbell V. *Information Age Journalism: Journalism in an International Context*. New York, 2004.
3. Castells M. *The Information Age: Economy, Society and Culture: in 3 vol.* Oxford, 1996–1998.
4. *Comparative Media Systems: European and Global Perspectives* / ed. by B. Dobek-Ostrowska, M. Głowacki, K. Jakubowicz, M. Sükösd. Budapest, 2010.
5. Cottle S. *Mediatized Conflict: Developments in Media and Conflict Studies*. Maidenhead, 2006.
6. Downing J.D.H., Husbands C. *Representing Race: Racisms, Ethnicity and the Media*. London, 2005.
7. Ess C. *Digital Media Ethics*. New York, 2009.
8. Filak F.V., Quinn St. *Convergent journalism – An Introduction: writing and producing across media*. New York, 2005.
9. *Global Journalism: Topical Issue and Media Systems* / ed. by A. S. de Beer, J. C. Merrill / 6th ed. Boston, 2009.
10. *Global Media Ethics: Problems and Perspectives* / ed. by S. Ward. New York, 2013.
11. Hallin D. C., Mancini P. *Comparing Media Systems Beyond the Western World*. New York, 2012.
12. Harcup T. *Journalism: Principles and Practices*. London, 2009.
13. Hjarvard S. *Mediatization of Culture and Society*. London, 2013.
14. *International Journalism* / ed. by K. Williams. London, 2011.
15. *Journalism Today: Student Edition*. McGraw-Hill Education, 2001.

16. Kuhn R., Neveu E. Political journalism: new challenges, new practices. New York, 2002.
17. Lilleker D. Key Concepts in Political Communications. London, 2008.
18. McQuail D. Mass communication theory: 5th ed. London, 2005.
19. Participation and Media Production: Critical Reflections on Content Creation / ed. by N. Carpentier, B. de Cleen. Bristol, 2008.
20. Reuters Handbook of Journalism. URL:
<http://handbook.reuters.com/extensions/docs/pdf/handbookofjournalism.pdf>.
21. Schudson M. Why democracies need an unlovable press. London, 2008.
22. The Media Studies Reader / ed. by L. Ouellette. New York, 2013.

SECTION 3. EXAMINATION GUIDELINES

1. Groups of applicants and forms of examination

On the basis of the ranked results previous examination (Portfolio Assessment) four groups of applicants are formed.

Group 1 is defined as the top list who pass the threshold of selection stated by the examination board.

Group 2 is the waiting list that includes top 10 applicants after the threshold of selection.

Group 3 is the group of applicants who passed the minimum passing grade but are in neither Group 1 or Group 2.

Group 4 is the group of applicants who did not pass the minimum passing grade.

Group 1 is eligible for full-fledged interviews; the interview time slots are distributed according to the time zones of residence of the applicants.

Group 2 is eligible for full-fledged interviews in free slots if there are any; the interview time slots are attributed on the basis of interim ranking of the results of the first examination. If not interviewed, Group 2 members are eligible for speed-up on-request interviews; they are given priority in getting contacted by the examination board.

Group 3 is eligible for speed-up on-request interviews; there is one time slot allocated for those who express the wish to participate in the speed-up interviews. The time slots are allocated on the first-come-first-served basis, but Group 2 requests are granted priority as stated above.

Group 4 is not eligible for any type of interviewing.

The members of the groups are informed on their status via emails registered in the Personal Accounts at least two days prior to the exam.

2. Forms of examination for Groups 1 to 3

Groups 1 and 2: a full-fledged oral interview.

The oral part of the examination lasts for up to 30 minutes, of which up to 15 minutes is given for preparation and up to 15 minutes for individual discussion involving one applicant and at least two examiners each representing a partner university (St.Petersburg State University and Free University of Berlin).

The interviews may be conducted only via Skype software (please follow the instructions on the websites of the partner universities); the applicants are granted access to Skype facilities in St.Petersburg. The applicants are asked to contact the Skype accounts designated on the websites of the partner universities one day prior to the examination. They are also asked to proactively

contact the Skype account designated on the websites of the partner universities 5 minutes before the start of the interview and check the Skype connection on their side.

The enrollee is eligible of getting the maximum of 100 points.

The applicants are provided with a piece of published media content (or an active link to it). The discussion is based upon the provided media text. The issues that may be discussed include the following ones:

- What is the topic of the article and why is it relevant today?
- What was the purpose of creating and publishing of this article?
- Do you consider the topic to be internationally relevant and why?
- What is the issue/problem the author is discussing?
- What genre was used to create the article?
- Can the article be considered 'international/global reporting' and why?
- What are the author's strong and weak points in argumentation of his/her position?
- Do you consider the article to be balanced in terms of representation of opinions? Is it one-sided? Many-sided?
- Who are the sources? Are they relevant? Who else could be a source of information for such a topic/article?
- What would you criticize of how the article is visually represented (layouting, illustrations, infographics etc.)? What would you add/remove?
- What is good and bad about the author's style?

The examination board keeps the right to pose other necessary questions to the applicants in the course of the discussion.

List of competencies that the enrollee should demonstrate:

- Capability of general flawless speaking in English in the process of personal and professional communication.
- Capabilities of analysis of media content, including issues of current national and/or world society.
- Orientation in basic genres and formats of media / orientation in media and communication theory.
- Motivation and vision of personal development within journalistic work and/or communication science.

Assessment criteria for the oral examination

	Assessment criteria	Points
I	<i>Capability of general flawless speaking English in the process of personal and professional communication</i>	Up to 25
1	Flawless speaking English in the process of personal and professional communication: construction of full-length sentences, proper use of lexicon and grammar, natural speed of speech, full understanding of examiners' questions and remarks	19-25
2	Speaking English with some difficulties: short/abbreviated sentences, sporadic flaws in use of lexicon and grammar, slow speech, slightly difficult communication with the examiners	10-18
3	Failing to speak English well enough: fragmented speech, systemic/repeated flaws in use of lexicon and grammar, failing to understand the examiners	0

II	<i>Capabilities of analysis of media content, including issues of current national and/or world society</i>	Up to 25
1	<p>Undoubted capability of analyzing the media content: good orientation in the structure of the article under scrutiny, clear statement on the topicality and issue orientation of the piece, reasonable argumentation of relevance, actuality and world/national orientation of the piece, full capability of explaining the division between fact and opinion, full capability of analyzing the balance of opinions.</p> <p>If asked on the issues of today's media agendas both within and beyond the provided text sample, the applicant is capable of well-structured analysis of the sides of the conflict involved, potential roles of media in the conflict, the role of particular media outlets/organizations in global agenda setting etc.</p>	19-25
2	<p>Fragmented capability of analysis of media content: failing to provide a clear account on one or two aspects described in II.1.</p> <p>If asked on the issues of today's media agendas both within and beyond the provided text sample, the applicant provides fragmented analysis of what is the essence of the conflict, what sides are involved and what their positions might be, and how media help resolve this conflict.</p>	10-18
3	<p>Failing to demonstrate the analytical capacities: no logical connections between statements, failing to analyze the piece structurally and in terms of topicality, not being able to define the issue and how it polarizes the opinions.</p>	0
III	<i>Orientation in sources named in the article / basic genres and formats of media / orientation in media and communication theory</i>	Up to 25
1	<p>Full capability of source analysis: information sources are described in full, they are connected with the opinions in the piece, their origin is spotted where possible, their relevance criticized with due argumentation, other relevant sources are recommended.</p> <p>Full capability of genres analysis: the genres of media content are grouped into relevant groups, the differences between genres are highlighted, the formats are described in the relation to their audiences and other factors that influence formatting. Capability of distinguishing quality media from tabloid media, TV formats from newspaper formats, logical and argued analysis of text composition (beginning, development, conclusions), proof of understanding of relevance of visual aspects of media production</p> <p>Full capability of use of theory: awareness of the major areas of global communication research and the leading names in the field, capability of using those in analysis of media content.</p>	19-25
2	<p>Fragmented capability of source analysis: some sources are not recognized, their relevance is not well-argued, their origin is not recognized in some cases, recommended sources are hardly relevant.</p> <p>Some orientation in the genre and format: flaws in analysis of text composition, not being able to criticize visual aspects of the piece, not being aware of the grouping of genres and formats and their relations to the media audiences.</p> <p>Fragmented use of theory: scarce knowledge of the major lines and names in global communication theory, not being able to produce analysis using relevant literature in the field.</p>	10-18
3	<p>Failing to analyze the sources: sources are not recognized in many cases, nor they are connected to opinions in the piece; no other relevant sources</p>	0

	are suggested. Failing to explain the genre/format aspects as well as to show the understanding what genre/format is. Failing to use the literature of due relevance and importance.	
IV	<i>Motivation and vision of personal development within journalistic work and/or communication science</i>	Up to 25
1	Having strong and well-argued motivation to study global communication and international journalism. Having a clear vision of oneself after graduation from the program. Strong argumentation on how exactly the program may contribute to one's personal development.	19-25
2	Having weak but still explainable motivation to study global communication and international journalism. Explaining in broad terms how exactly the program may foster personal development in a few years.	10-18
3	Failing to explain the motivation to study global communication and international journalism. Failing to provide clear vision on the personal future and the role of the program in it.	0

Groups 2 and 3: speed-up on-request oral interview

The oral part of the examination lasts for up to 7 minutes for individual discussion involving one applicant and at least two examiners each representing a partner university (St.Petersburg State University and Free University of Berlin).

The interviews may be conducted only via Skype software (please follow the instructions on the websites of the partner universities); the applicants are granted access to Skype facilities in St.Petersburg. One time slot of no longer than 90 minutes is allocated for all speed-up on-request interviews.

The applicants of Groups 2 and 3 are asked to: 1) send a request for the interview to the official email of the program at least 12 hours prior to the time slot, and 2) to proactively contact the Skype account designated on the websites of the partner universities at least several hours prior to the time slot.

The enrollee is eligible of getting the maximum of 100 points.

The applicants are not provided with any reading material. The interview is based on questions from the examination board that may include questions of the following list:

- What is your motivation to study at the program?
- What is your previous working experience?
- What media may be named quality/tabloid media and why?
- How do you compare Russian and German media systems?
- What is the role of a given media in the political process of a given country/region?
- What authors in comparative, global, or national media research do you know?
- What makes journalism an industry?
- How communication processes in the developed world have changed in the recent years?

The examination board keeps the right to pose other necessary questions to the applicants in the course of the discussion.

List of competencies that the enrollee should demonstrate:

- Capability of general flawless speaking in English in the process of personal and professional communication.
- Capabilities of use of relevant academic literature and concepts.
- Motivation and vision of personal development within journalistic work and/or communication science.

Assessment criteria for the oral examination

	Assessment criteria	Points
I	<i>Capability of general flawless speaking English in the process of personal and professional communication</i>	Up to 30
1	Flawless speaking English in the process of personal and professional communication: construction of full-length sentences, proper use of lexicon and grammar, natural speed of speech, full understanding of examiners' questions and remarks	25-30
2	Speaking English with some difficulties: short/abbreviated sentences, sporadic flaws in use of lexicon and grammar, slow speech, slightly difficult communication with the examiners	10-24
3	Failing to speak English well enough: fragmented speech, systemic/repeated flaws in use of lexicon and grammar, failing to understand the examiners	0
II	<i>Capabilities of use of relevant academic literature and concepts</i>	Up to 35
1	Full capability of source analysis: information sources are described in full, they are connected with the opinions in the piece, their origin is spotted where possible, their relevance criticized with due argumentation, other relevant sources are recommended. Full capability of genres analysis: the genres of media content are grouped into relevant groups, the differences between genres are highlighted, the formats are described in the relation to their audiences and other factors that influence formatting. Capability of distinguishing quality media from tabloid media, TV formats from newspaper formats, logical and argued analysis of text composition (beginning, development, conclusions), proof of understanding of relevance of visual aspects of media production Full capability of use of theory: awareness of the major areas of global communication research and the leading names in the field, capability of using those in analysis of media content.	25-35
2	Fragmented capability of source analysis: some sources are not recognized, their relevance is not well-argued, their origin is not recognized in some cases, recommended sources are hardly relevant. Some orientation in the genre and format: flaws in analysis of text composition, not being able to criticize visual aspects of the piece, not being aware of the grouping of genres and formats and their relations to the media audiences. Fragmented use of theory: scarce knowledge of the major lines and names in global communication theory, not being able to produce analysis using relevant literature in the field.	10-24
3	Failing to analyze the sources: sources are not recognized in many cases, nor they are connected to opinions in the piece; no other relevant sources are suggested. Failing to explain the genre/format aspects as well as to show the	0

	understanding what genre/format is. Failing to use the literature of due relevance and importance.	
IV	<i>Motivation and vision of personal development within journalistic work and/or communication science</i>	Up to 35
1	Having strong and well-argued motivation to study global communication and international journalism. Having a clear vision of oneself after graduation from the program. Strong argumentation on how exactly the program may contribute to one's personal development.	25-35
2	Having weak but still explainable motivation to study global communication and international journalism. Explaining in broad terms how exactly the program may foster personal development in a few years.	10-24
3	Failing to explain the motivation to study global communication and international journalism. Failing to provide clear vision on the personal future and the role of the program in it.	0