



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE -VOCATIONAL MINOR

BASKET 1 – ENGLISH IN INDUSTRY

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | BA ENGLISH LANGUAGE AND LITERATURE HONOURS | | | | |
| Course Code | ENG1VN101 | | | | |
| Course Title | ENGLISH FOR RADIO JOCKEYING AND ANCHORING | | | | |
| Type of Course | VOCATIONAL MINOR | | | | |
| Semester | 1 | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic writing skills in English, aptitude for creative writing, interest in film and storytelling, familiarity with popular culture | | | | |
| Course Summary | <p>This course combines the essential elements of public speaking, news reading, and radio jockey anchoring to provide a comprehensive skill set for aspiring broadcasters. It enables the learners to understand the art of effective communication, including vocal modulation, pronunciation, and audience engagement techniques. The course delves into the specifics of news reading, ethics, law, and deciphering fake news from facts. Additionally, it gives insights into the role of a radio jockey, mastering the skills required for anchoring various types of programs such as business, entertainment, and weather forecast. It also equips learners to pursue careers in broadcasting, armed with the knowledge and skills necessary for success in the industry.</p> | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|--|
| CO1 | Identify practical techniques to master public speaking successfully. | U | C | Presentations & Assignments |
| CO2 | Classify different types and modes of presentations and understand the varied requirements in each field. | U | F | Assignments Presentations |
| CO3 | Create and deliver engaging news segments and programs for a radio audience | Ap | P | Peer Review and self-evaluation |
| CO4 | Develop personal brand as a radio jockey, showcasing unique style, personality, and expertise | Ap | M | Group assignments and brainstorming sessions |
| CO5 | Understand effective voice modulation and articulation techniques for radio broadcasting | U | M | Recording and analyzing radio broadcasts |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| MODULE | UNIT | CONTENT | HOURS | MARKS |
|----------|---|--|-----------|-----------|
| I | INTRODUCTION TO PUBLIC SPEAKING IN DIGITAL ERA | | 14 | 20 |
| | 1 | Synchronous and Asynchronous Public Speaking | 2 | |
| | 2 | Overcoming nervousness and adapting to changes in social media platforms | 2 | |
| | 3 | The benefits of Persuasive Speaking for social media influencers and aspirants | 2 | |
| | 4 | Captivating audiences with delivery techniques, mastering the art of vocal projection and modulation | 2 | |
| | 5 | Digital public speaking, exploring Virtual Reality and Augmented Reality in presentations. | 3 | |
| | 6 | Building a personal brand through public speaking | 3 | |

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| | <p><i>Suggested Activities:</i></p> <ol style="list-style-type: none"> 1. Use AR apps on smartphones or tablets to create presentations with overlays of additional information (e.g., graphs, images) to enhance their delivery and engage the audience. 2. Participate in a VR platform where you present to a simulated audience that reacts in real-time 3. Participate in a TED-Ed Club and deliver a persuasive talk on a topic | | |
| II | NEWS READING, ANCHORING SKILLS AND TECHNIQUE | 13 | 18 |
| | 7 News Anchor versus News Reader | 2 | |
| | 8 Anchoring from an Outdoor Location- Sports Anchoring- Business Anchoring- Entertainment Anchoring- Lifestyle Anchoring-Weather Anchoring | 2 | |
| | 9 Deciphering Fake from Fact | 1 | |
| | 10 Conducting Phonos, OBs, and Interviews | 2 | |
| | 11 Panel Discussions and Talk Shows | 1 | |
| | 12 Reading a Teleprompter and voice modulation | 2 | |
| | 13 Preparing for a Career in Anchoring | 2 | |
| | 14 Anchoring scripts for various events. | 1 | |
| | <p><i>Suggested Activities:</i></p> <ol style="list-style-type: none"> 1. Record yourself reading the anchor links of five news stories and analyse the performance for tone, pace, and clarity, then practise and re-record to improve. 2. Use AI powered tools to analyse anchoring performances and provide real-time feedback on aspects like tone, pacing, and body language. 3. Record a short news segment script and practise voice modulation to convey different emotions and tones (e.g., serious, empathetic, enthusiastic). | | |

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|------------|--|---|-----------|-----------|
| III | VOICE MODULATION AND AUDIENCE ENGAGEMENT | | 11 | 16 |
| | 15 | Understanding the fundamentals of voice modulation | 3 | |
| | 16 | Techniques for effective pronunciation and articulation | 3 | |
| | 17 | Building rapport with the audience through engaging storytelling and relatable commentary | 2 | |
| | 18 | Listener participation through interactive elements (polls, Q&A sessions, etc.) | 2 | |
| | 19 | Handling audience feedback, questions and comments during live broadcasts | 1 | |
| | Suggested Activities: <ol style="list-style-type: none"> 1. Practise voice modulation, reading short passages or dialogue emphasizing on different emotions. (e.g., happiness, sadness, excitement, anger) 2. Demonstrate live voice modulation in the class and collect feedback from your peers. 3. Practise engaging story telling by presenting short stories or anecdotes in the class focusing on techniques such as vivid descriptions, varied pacing, and expressive delivery. | | | |
| IV | RADIO HOSTING AND SHOW PRODUCTION | | 10 | 16 |
| | 20 | Planning and structuring radio shows for various formats (music programs, talk shows, news bulletins, and interviews) | 3 | |
| | 21 | Hosting skills, including improvisation, interview techniques, and on-air presence | 3 | |
| | 22 | Producing engaging segments through effective storytelling and content curation | 4 | |

| | | | |
|----------|--|--|-----------|
| | | <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. In pairs or small groups, outline the structure of the show, including segment titles, timing, and content flow. 2. Create a mock radio studio setup in the classroom assigning various roles (host, producer, listener caller) and scenarios (live show, call-in segment, music request hour). 3. Building a Personal Brand through Public Speaking. Create a personal branding video where you introduce yourself and showcase your skills and interests. Incorporate storytelling and persuasive language to convey your unique brand identity. Discuss how public speaking can help you establish and promote your personal brand in the digital era. | |
| V | | OPEN-ENDED | 12 |

Note: The course is divided into five modules, with four having a total of 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Suggested Reading:

1. Geller, Valerie. *Beyond Powerful Radio: A Communicator's Guide to the Internet Age—News, Talk, Information & Personality for Broadcasting, Podcasting, Internet, Radio*. Routledge, 2015
2. *Radio Jockey: Yes you can* by Man Mohan Singh Blue Hill Publications, 2022.
3. *The ABC of News Anchoring*, Kalra, R., Noida, Pearson education India Reardon N. 2012
4. Kalra, R. (2012), *The ABC of News Anchoring*, Noida, Pearson education India Reardon N. (2006), *On Camera: how to report anchor and interview*, London, Focal Press.
5. Lightheart, Andrew (2016) *Presentation Now: Prepare a Perfect Presentation in Less than Three Hours*. Pearson, 2016
6. Ofoegbu, Nnenna. (2024) *Talk Like TED: Public Speaking Secrets Revealed - The Art of Persuasive Speaking: Public Speaking Secrets for Social Media Influencers and Coaches*
7. Robert T. and Cindy Malone, (2004), *Broadcast journalism handbook: A Television news survival guide*, Lanham, Rowman and Littlefield
8. *The Official Ted Guide*: https://www.youtube.com/watch?v=HN0hkfD6c_c
9. *How To Become A Radio Talk Show Host*. Lawrence King, Xlibris. 2011
10. AI-powered soft skills training in virtual reality (VR) : <https://virtualspeech.com/>
11. Practise Public Speaking using VR
<https://youtu.be/vo1EftVfLh8>

Six Hand Gestures For Effective Public Speaking & Presentation 🙌👉👈👉👈 |
 Communication Skills
 Training <https://youtu.be/3yYjYvdcCw8?si=TQpW3ZZjNJ0EB2SH>

Links:

[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Cal_1_In%3A_Public_Speaking_as_Advocacy_\(Mapes\)/04%3A_Approaches/4.03%3A_Online_Public_Speaking](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Cal_1_In%3A_Public_Speaking_as_Advocacy_(Mapes)/04%3A_Approaches/4.03%3A_Online_Public_Speaking)

Anchoring Script samples: <https://testbook.com/articles/news-anchoring-script>

Tips for improving reporting skills

<https://www.wikihow.com/Read-and-Speak-Like-a-TV-News-Reporter>

Four Tips To Do Voice Modulation While Speaking | Public Speaking Tips

<https://youtu.be/RyuuA6aiQfQ?si=cZ6dlf5qOGYm0jh6>

20 Ways to Become a Great Radio Presenter

<https://youtu.be/qG-78lqWx48?si=KDhr4rMTJuov5nvw>

Essential Radio Script Guide for Beginners

<https://youtu.be/Rhh9dbpgSQc?si=7OIMVhx8S0QCwTuY>

Mapping of COs with PSOs and POs:

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | P O 6 | P O 7 |
|---------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-------------|-------------|
| CO 1 | 2 | - | - | 1 | 3 | - | 2 | 1 | 3 | 1 | - | - | - |
| CO 2 | 3 | - | - | 2 | 1 | - | 1 | 3 | 2 | 2 | - | - | - |
| CO 3 | 3 | - | - | 2 | 1 | - | 1 | 1 | 1 | 3 | - | - | - |
| C04 | 1 | - | - | 2 | 2 | - | 2 | 1 | 3 | 1 | - | - | 3 |
| CO 5 | 2 | - | - | 3 | 1 | - | 2 | 1 | 2 | 1 | - | - | - |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar (10%)
- Midterm Exam(10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Seminar/Discussion | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | ✓ | ✓ | ✓ |
| CO 2 | | ✓ | | ✓ |
| CO 3 | ✓ | ✓ | ✓ | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO5 | | ✓ | ✓ | ✓ |