

**JAGANNATH INTERNATIONAL MANAGEMENT SCHOOL**

DEPARTMENT OF MEDIA & COMMUNICATION STUDIES



**2022-25**

# **COMMUNICATION SKILLS LAB MANUAL**

**COURSE CODE : 151**

Name: \_\_\_\_\_

Enrollment No. \_\_\_\_\_

Class: \_\_\_\_\_

## OBJECTIVE OF THIS COURSE

On completion of this course, the student should be able to

- Demonstrate proficiency of effective Communication Skills
- Utilize knowledge gained in planning, designing and presenting a multi-media presentation

## OBJECTIVE OF THIS MANUAL

This Lab Manual is intended to be used by BA(JMC), Semester I students for the Communication Skills Lab Practical.

The Communication lab Manual covers topics that are essential for the students to strengthen their theoretical concepts. The purpose of this manual is to give guidance and instructions to the student regarding the subject.

- Build capacity of the students to do their assignments professionally
- To have uniformity in assignment presentation
- To be of reference for the students
- Continuous assessment of the students

## HOW TO USE THIS MANUAL

Use of this Lab Manual is mandatory for the completion of the practicals. It provides the students with first-hand knowledge of the practical subjects. It also makes them learn a systematic approach to do their task proficiently as per the need and requirement of the industry.

## INSTRUCTIONS TO STUDENTS

1. Students are **REQUIRED** to carry this manual during the Lab Class.
2. Students are **REQUIRED** to read the topics mentioned before coming to the Lab Class.
3. Students are **REQUIRED** to follow the timeline for each assignment.

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We all know that it is important to develop a very brief self-introduction that communicate to the receiver , what we want them to know about us. This brief introduction is often our one chance to make a good first impression, so it warrants some careful attention:

#### 1. Focus the impact

One has focused impact; the other barely leaves an impression. To give your introduction true impact makes it brief, focused, and hard hitting. Keep it to sixty seconds maximum - preferably thirty.

#### 2. Rotate the focus.

You need to develop more than one introduction. Seek several different ways in which you can introduce yourself, particularly if you frequently present to the same people. There are many aspects of your work - develop an introduction for each.

#### 3. Make it relevant to your audience.

Which introduction you use may depend partly on your listener(s). Try to select an aspect of your business that will be relevant to their interests.

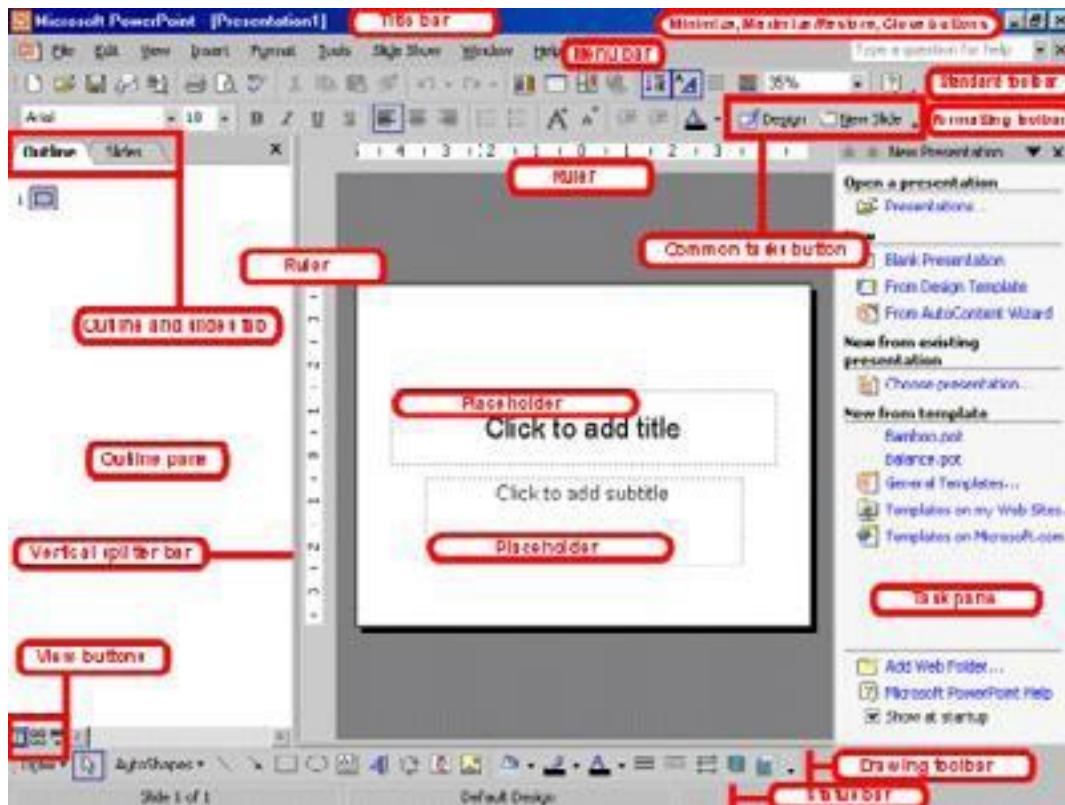
#### 4. Believe it.

When creating each introduction, keep to what you believe. If you oversell yourself, not only you are unlikely to sound convincing, but you will also be out of integrity.

#### 5. Put your full weight behind it.

Deliver your introduction with pride, without hesitation, without excuses, without apologies. Use no explanations that might dilute, rather than strengthen it.

Source:[www.4hb.com/02drselfintro10points](http://www.4hb.com/02drselfintro10points)



Present and Paste the screenshots of the PPT on the topic 'self-introduction'.



## Dialogue

### Communication Skills Lab

Dialogue between two students recorded on camera. To be self-critiqued

Gaurav:-Excuse me, my name is Gaurav.

I don't think we have met before, have we?

Ankit :-I'm Ankit. You're quite right.

I don't think we have met before. Very happy to meet you.

Gaurav:-Thank you.

Would you please let me know something about you?

Ankit :-Thanks. I'm a new-comer here.

But my grandparents are quite used to this place.I've been with my parents at Kashmir.

Gaurav:-Kashmir! When did you come here?

Ankit :-Only last week. Now we have vacation.

I want to spend my vacation with my grandparents.

Gaurav:-It's of course very nice.

I hope you can tell me more about Kashmir.

Ankit :-Certainly. And you can tell me much about this beautiful village.

Gaurav:-With pleasure. Sorry mother is calling me.

Let's meet here at 10. I'll be free then.

Source - [spoken-english-examples.blogspot.in](http://spoken-english-examples.blogspot.in)



## Assignment 2

### Communication Skills Lab

Write script of a conversation between two friends and audio-record the same on your phone.

***Assignment 2***

**10**

**Communication Skills Lab**

**Group Discussions (GD)**

There are two things - What the moderators/ interviewers are looking for, and how students should prepare for success.

Group discussions typically involve 6 to 12 participants and 3 to 6 assessors. The assessors are positioned so that they can clearly see the candidates assigned to them for the entire session. The assessors document everything they hear and observe about each person's behavior.

**Interview**

Interview is the widely used (election method. It is a face-to-face interaction between interviewee and interviewer. If handled carefully, it can be a powerful technique in having accurate information of the interviewee otherwise unavailable. At the same time, if the interview is not handled carefully, it can be a source of bias, restricting or distorting the flow of communication.

**Guidelines for Effective Interviewing:**

Below are given some guidelines, if observed, can make interview more effective:

1. The interview should have a definite time schedule known to both the interviewers and the interviewee.
2. Interview should be conducted by the competent, trained and experienced interviewers.
3. The interviewers should be supplied with specific set of guidelines for conducting interview.
4. The interviewers should ensure an element of privacy for the interviewee.
5. The interview should not end abruptly but it should come to close tactfully providing satisfaction to the interviewee.

Source- [www.yourarticlelibrary.com](http://www.yourarticlelibrary.com)

Conduct a Group Discussion in a group of 10-12 on any topical issue/s.



You are suppose to interview a ‘celebrity of your choice’. Prepare 10 questions to be asked at the time of interview.



Listening and reviewing of an audio programme .

**Radio JIMS – 90.4 MHz****Monday**

9:00 Am to 9:30 AM – “AtmaChintan” a spirituality based programme anchored by RJ – Gaurav Sharma is broadcast. Guest expert Dr. R K Dhar shares his views and enlighten listeners with his words of wisdom.

9:30 AM to 10:00 AM – “Mansha” a radio talk by Dr. NeeruJohri is targeted at community women. The show discusses about challenges faced by community women and how they have been successful in overpowering their problems.

10:00 AM to 10:30 AM – “Baat Pate ki” is a health based programs wherein RJ – Ms. Sanyogita interviews doctors and medical experts from B L Kapoor Hospital.

10:30 AM – 11:00 AM – “Jeevandisha” as the name suggests is a career guidance program. RJ – Ms.

Deepa interviews experts and professional from various fields who counsel students on different career options.

11:00 AM to 11:30 AM –Ms. Jasmeet Narula presents a radio talk “Legal Mantra”. A program where

AdvocateJasmeet crates awareness about various issues that are faced by common people and suggests legal remedies.

11:30 AM to 12:00 PM – “Sargam” is a music based programme in which RJ selects a legend from bollywood , shares information about that legend and plays music of his/her era.



Listen and review various types of radio programmes broadcast by any radio station of your choice on the following parameters-

- a) Content
- b) Target listeners
- c) Language



Models of communication are conceptual frameworks used to explain the human communication process.

Different types of communication models are:

**Aristotle's Model**

Aristotle's Model is a linear communication model which was made for public speaking. In Aristotle's model, the speaker sent message and the audience receive it. The model was made to establish propaganda.

**Lasswell's Model**

Lasswell's Model of communication describes an act of communication by defining who said it, what was said, in what channel it was said, to whom it was said, and with what effect it was said. It is regarded by many communication and public relations scholars as "one of the earliest and most influential communication models. The model was developed by American political scientist and communication theorist Harold Lasswell in 1948

- WHO
- Says What
- In Which Channel
- To Whom
- With What Effect?

**Shannon Weaver Model**

The Shannon Weaver Model of Communication is a mathematical model used for technical communication or machine communication like telegraph and telephone. In Shannon Weaver's model, if the channel does not have distorting elements or noise producing elements, the communication is successful

**Berlo's SMCR Model**

Berlo's Model was made to understand general human communication. In Berlo's Model, communication depends on many factors: like communication skills, attitude, knowledge, socio-cultural systems, the way in which the message has been sent, the content of the message, senses of the receiver, etc. Schramm's Model of Communication was postulated by Wilbur Schramm in 1954, where he suggested that communication is a two way process where both sender and receiver take turns to send and receive a message. The message is only sent after encoding so the sender is also called Encoder and the encoded message is decoded under receipt by the receiver, making him the Decoder. This model was adapted from the theories of another theorist Osgood, so is also known as Osgood and Schramm Model of Communication or Encode-Decode Model of Communication. Osgood replaced the linear model of communication with the circular process of communication and Schramm added the concept of field of experience to it. This model is described in Schramm's book "The Process and Effects of Communication".

**The New Comb's model**

The New Comb's model of communication was introduced by Theodore M Newcomb of the University of Michigan in 1953. He gives different approach to the communication process. The main purpose of this theory is to introduce the role of communication in a social relationship (society) and to maintain social equilibrium within the social system. He does not include the message as a separate entity in his diagram, implying it only by use of directional arrows. He concentrates on the social purpose of communication, showing all communication as a means of sustaining relationships between people. Sometimes it's called as an "ABX" model of communication.

**Gerbner's Model**

Gerbner's Model is an expansion of Lasswell's model. It consists from verbal model (where someone observes an event and gives a feedback in a situation, through some ways, to make available material in some form by maintaining a consequence) and diagrammatic model (where someone observes an event and sends some messages to transmitter which will be send through signal to receiver. In transmission there may be some noise also).

In this model, event i.e. the external reality as perceived by M (human being or machine such as camera, microphone etc.) selects E according to his perception of event in a horizontal dimension. Here external stimuli and internal patterns of thoughts or concepts are matched to perceive something with a meaning. This matching is nurtured by culture, internal concept, thought knowledge etc.

In the third stage M2 brings to SE a set of needs and concepts derived from his culture and sub culture in a horizontal manner and the meaning is being identified in the message. In brief it can be said that someone perceives an event and reacts in a situation through some means to make available materials in some form and context conveying content of some consequence.

**The spiral of silence model**

The spiral of silence model is an analogy used to visually describe the theory. The end of the spiral refers to the number of people that are not publicly expressing their opinions, due to the fear of isolation. An individual is more likely to go down the spiral if his or her opinion does not conform to the perceived majority opinion.

Source: [www.businessstopia.net](http://www.businessstopia.net)

## Assignment 5

### Communication Skills Lab

Identify and analyse 4 stories from any newspaper/magazine based on any one or more models of communication.

PASTE 1

PASTE 2

PASTE 3

PASTE 4



The study of communication and mass media has led to the formulation of many theories: structural and functional theories believe that social structures are real and function in ways that can be observed objectively; cognitive and behavioral theories tend to focus on psychology of individuals; interactionist theories view social life as a process of interaction; interpretive theories uncover the ways people actually understand their own experience; and critical theories are concerned with the conflict of interests in society and the way communication perpetuates domination of one group over another .

The earliest theories were those propounded by Western theorists Siebert, Paterson and Schramm in their book *Four Theories Of the Press* (1956). These were termed “normative theories” by McQuail in the sense that they “mainly express ideas of how the media ought to or can be expected to operate under a prevailing set of conditions and values.” Each of the four original or classical theories is based on a particular political theory or economic scenario.

### **I) PRESS THEORIES**

#### **Authoritarian Theory**

According to this theory, mass media, though not under the direct control of the State, had to follow its bidding. Under an Authoritarian approach in Western Europe, freedom of thought was jealously guarded by a few people (ruling classes), who were concerned with the emergence of a new middle class and were worried about the effects of printed matter on their thought process. Steps were taken to control the freedom of expression. The result was advocacy of complete dictatorship. The theory promoted zealous obedience to a hierarchical superior and reliance on threat and punishment to those who did not follow the censorship rules or did not respect authority. Censorship of the press was justified on the ground that the State always took precedence over the individual’s right to freedom of expression.

This theory stemmed from the authoritarian philosophy of Plato (407 - 327 B.C), who thought that the State was safe only in the hands of a few wise men. Thomas Hobbes (1588 - 1679), a British academician, argued that the power to maintain order was sovereign and individual objections were to be ignored. Engel, a German thinker further reinforced the theory by stating that freedom came into its supreme right only under Authoritarianism.

The world has been witness to authoritarian means of control over media by both dictatorial and democratic governments.

#### **Libertarianism or Free Press Theory**

This movement is based on the right of an individual, and advocates absence of restraint. The basis of this theory dates back to 17th century England when the printing press made it possible to print several copies of a book or pamphlet at cheap rates. The State was thought of as a major source of interference on the rights of an individual and his property. Libertarians regarded taxation as institutional theft. Popular will (vox populi) was granted precedence over the power of State.

Advocates of this theory were Lao Tzu, an early 16th century philosopher, John Locke of Great Britain in the 17th century, John Milton, the epic poet (“Aeropagitica”) and John Stuart Mill, an essayist (“On Liberty”). Milton in Aeropagitica in 1644, referred to a self-righting process if free expression is permitted “let truth and falsehood grapple.” In 1789, the French, in their Declaration Of The Rights Of Man, wrote “Every citizen may speak, write and publish freely.” Out of such doctrines came the idea of a “free marketplace of ideas.” George Orwell defined libertarianism as “allowing people to say things you do not want to hear”. Libertarians argued that the press should be seen as the Fourth Estate reflecting public opinion.

What the theory offers, in sum, is power without social responsibility.

### **Social Responsibility Theory**

Virulent critics of the Free Press Theory were Wilbur Schramm, Siebert and Theodore Paterson. In their book *Four Theories Of Press*, they stated “pure libertarianism is antiquated, outdated and obsolete.” They advocated the need for its replacement by the Social Responsibility theory. This theory can be said to have been initiated in the United States by the Commission of The Freedom Of Press, 1949. The commission found that the free market approach to press freedom had only increased the power of a single class and has not served the interests of the less well-off classes. The emergence of radio, TV and film suggested the need for some means of accountability. Thus the theory advocated some obligation on the part of the media to society. A judicial mix of self-regulation and state regulation and high professional standards were imperative.

Social Responsibility theory thus became the modern variation in which the duty to one’s conscience was the primary basis of the right of free expression.

### **Soviet Media/Communist Theory**

This theory is derived from the ideologies of Marx and Engel that “the ideas of the ruling classes are the ruling ideas”. It was thought that the entire mass media was saturated with bourgeois ideology. Lenin thought of private ownership as being incompatible with freedom of press and that modern technological means of information must be controlled for enjoying effective freedom of press.

The theory advocated that the sole purpose of mass media was to educate the great masses of workers and not to give out information. The public was encouraged to give feedback as it was the only way the media would be able to cater to its interests.

Two more theories were later added as the “four theories of the press” were not fully applicable to the non-aligned countries of Asia, Africa and Latin America, who were committed to social and economic development on their own terms. The two theories were:

### **Development Communication Theory**

The underlying fact behind the genesis of this theory was that there can be no development without communication. Under the four classical theories, capitalism was legitimized, but under the Development communication theory, or Development Support Communication as it is otherwise called, the media undertook the role of carrying out positive developmental programmes, accepting restrictions and instructions from the State.

The media subordinated themselves to political, economic, social and cultural needs. Hence the stress on “development communication” and “development journalism”. There was tacit support from the UN-ESCO for this theory. The weakness of this theory is that “development” is often equated with government propaganda.

### **Democratization/Democratic Participant Media Theory**

This theory vehemently opposes the commercialization of modern media and its top-down non-participant character. The need for access and right to communicate is stressed. Bureaucratic control of media is decried.

## **2) MAGIC BULLET/ HYPODERMIC NEEDLE/ STIMULUS RESPONSE THEORY**

Before the First World War, there was no separate field of study on Communication, but knowledge about mass communication was accumulating. An outcome of World War I propaganda efforts, the Magic Bullet or Hypodermic Needle Theory came into existence. It propounded the view that the mass media had a powerful influence on the mass audience and could deliberately alter or control peoples’ behaviour.

Klapper (1960) formulated several generalizations on the effects of mass media. His research findings are as follows: “Mass-media ordinarily does not serve as a necessary and sufficient cause of audience effect, but rather functions through a nexus of mediating factors and influences. These mediating factors render mass-communication as a contributory agent in a process of reinforcing the existing conditions.” The main mediating factors which he considers responsible for the functions and effects of mass communications are

- selective exposure i.e., people’s tendency to expose themselves to those mass communications which are in agreement with their attitudes and interests; and
- selective perception and retention i.e., people’s inclination to organize the meaning of mass communication messages into accord with their already existing views.

## **3) TWO STEP FLOW THEORY**

In the early 40”s, before the invention of television, Lazarsfeld, Berelson and Goudet conducted an American survey on mass campaigns. The study revealed that informal social relationships had played a part in modifying the manner in which individuals selected content from the media campaign. The study also indicated that ideas often flowed from the radio and newspapers to opinion leaders and from them to the less active sections of society. Thus, informal social groups have some degree of influence on people and mould the way they select media content and act on it.

#### 4) ONE STEP FLOW THEORY

This theory simply stated that mass communication media channels communicate directly to the mass audience without the message being filtered by opinion leaders.

#### 5) MULTI STEP FLOW THEORY

This was based on the idea that there are a number of relays in the communication flow from a source to a large audience.

#### 6) USES AND GRATIFICATION THEORY

This theory propounded by Katz in 1970, is concerned with how people use media for gratification of their needs. An outcome of Abraham Maslow's Hierarchy of Needs, it propounds the fact that people choose what they want to see or read and the different media compete to satisfy each individual's needs. In the hierarchy of needs, there are five levels in the form of a pyramid with the basic needs such as food and clothing at the base and the higher order needs climbing up the pyramid. The fulfillment of each lower level need leads to the individual looking to satisfy the next level of need and so on till he reaches the superior-most need of self-actualization.

The Uses and Gratifications approach reminds us that people use media for many purposes. As media users become increasingly confronted with choices, this approach should direct our attention to the audience. Lull's television research found that families used television for communication facilitation, relationship building, intimacy, and for structuring the day. In general researchers have found four kinds of gratifications:

1. Information - we want to find out about society and the world- we want to satisfy our curiosity. This would fit the news and documentaries which both give us a sense that we are learning about the world.
2. Personal Identity - we may watch the television in order to look for models for our behaviour. So, for example, we may identify with characters that we see in a soap. The characters help us to decide what feel about ourselves and if we agree with their actions and they succeed we feel better about ourselves.
3. Integration and Social Interaction - we use the media in order to find out more about the circumstances of other people. Watching a show helps us to empathize and sympathize with the lives of others so that we may even end up thinking of the characters in programme as friends.
4. Entertainment - sometimes we simply use the media for enjoyment, relaxation or just to fill time. Riley and Riley (1951) found that children in peer groups used adventure stories from the media for group games while individual children used media stories for fantasizing and daydreaming. The study thus found that different people use the same messages from the media for different purposes. Katz replaced the question "what do media do to people?" with the question "what do people do with the media?" Katz, Gurevitch & Hass found that the media are used by individuals to meet the following specific needs :

Cognitive needs (acquiring information, knowledge and understanding);  
 Affective needs (emotional, pleasurable experience);  
 Personal integrative needs (strengthening self image);  
 Social integrative needs (strengthening self image);  
 Tension release needs (escape and diversion)

**McQuail, Blumler and Brown suggested the following individual needs categories:**

- 1) Diversion (emotional release)
- 2) Personal Relationships (substitute of media for companionship).
- 3) Personal identity or individual psychology (value reinforcement, self understanding.)
- 4) Surveillance (information that may help an individual accomplish tasks.)

**B. Rubin and Bantz (1989)** studied the uses and gratifications of “new technology” by examining VCR use. They found the following motives for VCR use:

- 1) library storage of movies and shows
- 2) watching music videos
- 3) Using exercise tapes
- 4) renting movies
- 5) letting children view
- 6) time-shifting
- 7) Socializing by viewing with others
- 8) Critical viewing including TV watching and studying tapes

### **7) SPIRAL OF SILENCE THEORY**

Propounded by Elisabeth Noelle-Neumann, this theory states that the media publicizes opinions that are mainstream and people adjust their opinions according to their perceptions to avoid being isolated. Individuals who perceive their own opinion as being accepted will express it, whilst those who think themselves as being a minority, suppress their views. Innovators and change agents are unafraid to voice different opinions, as they do not fear isolation.

### **8) McCOMBS AND SHAW’S AGENDA SETTING THEORY**

This theory puts forth the ability of the media to influence the significance of events in the public’s mind. The media set the agenda for the audience’s discussion and mentally order and organize their world. The theory is consistent with a “use and gratification” approach. McCombs and Shaw assert that the agenda-setting function of the media causes the correlation between the media and public ordering of priorities. The people most affected by the media agenda are those who have a high need for orientation.

## 9) MEDIA DEPENDENCY THEORY

Developed by Ball-Rokeach and DeFluer, the key idea behind this theory is that audiences depend on media information to meet needs and reach goals, and social institutions and media systems interact with audiences to create needs, interests, and motives in the person. The degree of dependence is influenced by the number and centrality of information functions and social stability. Some questions that this theory raised were:

Do media create needs?

Do people turn to media to achieve gratification and satisfy needs?

Are media needs personal, social, cultural, political, or all of these?

“The media are our friends”??

## 10) STEPHENSON’S PLAY THEORY

Play is an activity pursued for pleasure. The daily withdrawal of people into the mass media in their after hours is a matter of subjectivity. The effect of mass communication is not escapism nor seducing the masses. Rather it is seen as anti-anxiety producing, and are regarded as communication-pleasure.

## 11) CULTIVATION THEORY

George Gerbner tried to determine the influence of television on viewers’ ideas of the environment they lived in. He found that dominance of TV created a common view of the world and that it homogenized different cultures. TV portrayed the society as a bad place to live in leading to people becoming distrustful of the world. Over time, particular symbols, images, messages, meanings become dominant and are absorbed as the truth. Cultural stereotypes, ways of assessing value and hierarchies are established.

## 12) DIFFUSION OF INNOVATIONS THEORY

Pioneered in 1943 by Bryce Ryan and Neil Gross of Iowa State University this theory traces the process by which a new idea or practice is communicated through certain channels over time among members of a social system. The model describes the factors that influence people’s thoughts and actions and the process of adopting a new technology or idea.

## 13) SOCIAL LEARNING THEORY

Formulated by Albert Bandura at Stanford University, this specifies that mass-media messages give audience members an opportunity to identify with attractive characters that demonstrate behavior, engage emotions, and allow mental rehearsal and modeling of new behavior. The behavior of models in the mass media also offers vicarious reinforcement to motivate audience members’ adoption of the behavior.

#### 14) COGNITIVE DISSONANCE THEORY

According to cognitive dissonance theory, there is a tendency for individuals to seek consistency among their cognitions (i.e., beliefs, opinions). When there is an inconsistency between attitudes or behaviors (dissonance), something must change to eliminate the dissonance. In the case of a discrepancy between attitudes and behavior, it is most likely that the attitude will change to accommodate the behavior.

Two factors affect the strength of the dissonance: the number of dissonant beliefs, and the importance attached to each belief. There are three ways to eliminate dissonance: (1) reduce the importance of the dissonant beliefs, (2) add more consonant beliefs that outweigh the dissonant beliefs, or (3) change the dissonant beliefs so that they are no longer inconsistent.

Dissonance occurs most often in situations where an individual must choose between two incompatible beliefs or actions. The greatest dissonance is created when the two alternatives are equally attractive. Furthermore, attitude change is more likely in the direction of less incentive since this results in lower dissonance. In this respect, dissonance theory is contradictory to most behavioral theories which would predict greater attitude change with increased incentive (i.e., reinforcement)

Source: [www.peoi.org](http://www.peoi.org)

Identify and analyse 4 stories from any newspaper/magazine based on any one or more Theories of Mass communication.

PASTE 1



PASTE 2

PASTE 3

PASTE 4

The 'Letters to the Editor' column is an important component of the newspaper where the views of the readers on burning problems of the day, their grievances and aspirations are reflected. This column is a part of the editorial page and acts as a medium of interaction with the readers. The input received from the readers is a good indicator of the popularity of the newspaper. Some of the letters also offer suggestions for improvement and constructive criticism of the published material which may help the editorial desk to take corrective measures keeping in view the likes and dislikes of the readers.

As the name suggests, 'Letters to the Editor' should be addressed to the Editor of the newspaper or publication. Writers should not waste time in introducing a subject but should go to the point. Ornamental language should be avoided. Simple and lucid language should be used so that the idea is conveyed in clear terms. Letters should be short and concise. Different ideas should be presented in different paragraphs.

It may be a good idea for aspiring journalists to start their foray into journalism by writing letters to the editor of their local newspaper. They should select people-oriented subjects and put forward their points of view in well-structured letters. Their efforts should be directed at marshalling their thoughts in proper sequence and structure which will help them in perfecting their writing skills by the use of appropriate words, phrases and construction of sentences. Letter writing will help them later in writing news reports and features.

Letters to the editor and opinion pieces are very powerful advocacy tools. The editorial section of a newspaper is widely read by the public and is monitored by elected officials. In a letter to the editor or opinion piece, you can bring up information not addressed in a news article, and can create the impression of widespread support or opposition to an issue. When you write a letter to the editor, be sure to do the following.

Here are some tips to help you write an effective letter and help get it placed:

1. Respond to an article in the paper. The best letters are those that are in response to an article that ran in the paper and many papers require that you reference the specific article. Your letter will have a greater chance of being printed if it is in response to an editorial, op-ed, or front page story. Begin your letter by citing the original story by name, date, and author.
2. Follow the paper's directions. Information on how and to whom to submit a letter-to-the-editor is usually found right on the letters page in your paper. This often includes guidelines on what the paper looks for in LTEs. Follow these guidelines to increase the likelihood that your letter will be printed. If you can't find the information you need, simply call the paper and ask how to go about submitting a letter in response to a recently published article.

3. Be timely. Respond to an article within two or three days of its publication.
4. Share your expertise. If you have relevant qualifications to the topic you're addressing be sure to include that in your letter. If you are a doctor writing about a health issue, a Prius owner writing about hybrid cars, or you are writing about energy issues and you have solar panels on your roof—share that information up front.
5. Refer to the legislator or corporation you are trying to influence by name. If your letter includes a legislator's name, in almost all cases staff will give him or her the letter to read personally. Corporations also monitor the media, especially in areas where they have offices or plants. Be sure if you are trying to influence a legislator or corporation that you include the full name in your letter.
6. Keep your letter short, focused, and interesting. In general, letters should be under 200 words, 150 or less is best; stay focused on one (or, at the most, two) main point(s); and get to the main point in the first two sentences. If possible include interesting facts, relevant personal experience, and any local connections to the issue. If your letter is longer than 200 words, it will likely be edited or not printed.
7. Write the letter in your own words. Editors want letters in their papers to be original and from a reader. Be sure that you take the time to write the letter in your own words.
8. Refute, advocate, and make a call to action. Most letters to the editor follow a standard format. Open your letter by refuting the claim made in the original story the paper ran. Then use the next few sentences to back up your claims and advocate for your position. Try to focus on the positive. For example: According to the Union of Concerned Scientists, investments in renewable energy would bring over \$200 million to our state and create 36,000 jobs by 2020. Then wrap your letter up by explaining what you think needs to happen now, make your call to action.
9. Include your contact information. Be sure to include your name, address, and daytime phone number; the paper will contact you before printing your letter.

10. Follow-up with your legislator or corporation. If your letter is printed, and targeted a specific decision maker or corporation, clip out your printed letter and send it to the target with a brief cover note. This way you can be certain that the appropriate decision maker sees it.

Source:m.kkhsou.in

## Assignment 7

### Communication Skills Lab

Write a Letter to The Editor on any one of the following (200 words):

- a) Appreciating a story and its coverage
- b) Criticising the a story and its coverage





A multimedia presentation is different from a normal presentation. It contains some form of animation or media. Typically a multimedia presentation contains at least one of the following elements:

- a) Video or movie clip
- b) Animation
- c) Sound (this could be a voice-over, background music or sound clips)
- d) Navigation structure

Source: [www.presentationmagazine.com](http://www.presentationmagazine.com)

Present and paste screenshots of the PPT topic assigned to you in the class.



