



5th WORLD JOURNALISM
EDUCATION CONGRESS

9th-11th JULY 2019

**"TEACHING JOURNALISM
DURING A DISRUPTIVE AGE"**

CONFERENCE PROCEEDINGS WJEC PARIS

Edition:

Pascal GUÉNÉE, Marc-François BERNIER,
Philippe RODRIGUES-ROULEAU, Sophie PUIG.

Photos credits:

All rights reserved.

Thanks to:

Elanie STEYN ; Imran PALASH.

ISBN :

978-2-9571786-0-5

World Journalism Education Congress 2019, Paris, 2020.

Dear WJEC delegates,

This fifth edition of the World Journalism Education Congress was an unprecedented success. More than 600 delegates from 70 countries gathered in July 2019 to take stock and share the best practices in the field of Journalism Education.

The fruit of this work is this book, consisting of a large part of the communications that fed dozens of paper sessions, plenaries, and roundtables.

The challenges facing both journalism and journalism training are unprecedented. It is more essential than ever to share the work of colleagues from all over the world, thus permitting to inspire all schools of journalism.

I want to thank Philippe Rodrigues-Rouleau, a doctoral student of Professor Marc-François Bernier of the University of Ottawa, who did the enormous work of collecting and shaping these acts. Thanks to this, Paris will leave its mark on the history of our discipline.

After these forewords, you will find the Paris Declaration on Freedom of Journalism Education, signed on July 10 at the City Hall. I urge you to read this text and share with your colleagues and the authorities of your countries.

Pascal GUÉNÉE,
WJEC Paris 2019 Chairperson, head of School,
IPJ Dauphine | PSL Journalism School



It is my honor and a privilege to present the conference proceedings of the WJEC 2019 held in Paris in July 2019.

These proceedings include more than 80 of the 200 papers presented at the WJEC 2019, which has been the most popular and successful congress of all the WJEC, with more than 600 participants, professors, researchers, professionals, and representatives of journalism schools from 70 countries.

The papers are distributed under different topics which are:

- Fact Checking & Verification in the Era of Fake News & Post Truth
- When the Fourth Estate Collides with the Fifth Estate
- Ethical Challenges for Teaching and Undertaking New Forms of Journalism
- One Journalism or Many Journalisms? Connecting Students with Multiple Conceptions and Ways of Work
- Sociology of Journalism in a Fast-Evolving Sector
- Technological Mutations and The Future of Journalistic Practices.

As you can appreciate, there is a lot to read and cogitate.

As the Chair of the Scientific Committee, I would like to thank many of the participants who have submitted papers and have acted as peer reviewers at the same time. The scientific mission of the WJEC, as it is the case in any scientific associations, can't be achieved without this deep involvement from many of you.

Marc-François BERNIER (Ph. D.),
Chair of the WJEC Paris 2019 Scientific Committee,
Full Professor at the Department of Communication at the
University of Ottawa.



It is my pleasure to recommend this unique volume produced from the robust content of WJEC 2019.

Not only was this latest iteration of World Journalism Education Congress the largest, but it also had the strongest intellectual value. We have known for years that WJEC has held great value for those who attend the congress and have the opportunity to bathe in the rich, diverse content and build relationships with participants from as many as 70 different countries. More recently, we have seen the importance of preserving as much of that valuable content as possible and distributing it to a much broader audience that will be able to access it for years to come. These proceedings do that and also provide an important stepping stone to the content that came before and that will be discovered in the future. We appreciate the exemplary work that Pascal Guénée and his associate, Sophie Puig, have done to make these important proceedings available to the world.

WJEC has been fortunate to provide stimulating content and personal interaction in Singapore (2007), Grahamstown, South Africa (2010), Mechelen, Belgium (2013), Auckland, New Zealand (2016) and Paris (2019). The World Journalism Education Council is a council of journalism education associations with members from every continent. WJEC has a proud tradition that will only become stronger under the new leadership of Dr. Verica Rupar from the Auckland University of Technology in New Zealand. It has been my incredible honor to be the founding chair of this movement. While we look forward to Beijing/Shanghai in 2022, we should take stock of the robust content that the impressive Paris meeting produced.

Joe FOOTE
WJEC Chair Emeritus



Déclaration de Paris sur la liberté d'enseignement du journalisme

*Adoptée à l'unanimité par le Conseil Mondial des Ecoles de Journalisme
lors de sa séance plénière du 8 juillet 2019*

Nous, membres du Conseil Mondial des Écoles de Journalisme :

Sommes convaincus qu'il existe un lien étroit entre la qualité de l'enseignement du journalisme et la qualité de l'information à laquelle les personnes ont droit.

Sommes convaincus qu'il ne peut y avoir un environnement d'information de qualité sans journalisme de qualité.

Sommes convaincus que la qualité du journalisme dépend en grande partie d'une formation initiale et d'une formation continue adéquates.

Sommes convaincus que la formation au journalisme a un rôle fondamental à jouer en faveur de sociétés plus inclusives et du programme de développement 2030 des Nations Unies.

Sommes convaincus que cette Déclaration aidera les collègues à faire comprendre à leurs autorités la spécificité de l'enseignement du journalisme tant du point de vue académique que de celui des ressources.

De plus, nous sommes convaincus que cette Déclaration contribuera à renforcer le WJEC (Conseil Mondial des Écoles de Journalisme) en tant que réseau mondial de formateurs au journalisme.

Préambule :


- *Réaffirmant* la *Déclaration de principes* élaborée lors de la première réunion du Congrès mondial de formation au journalisme à Singapour en 2007, qui préconisait la formation au journalisme comme un domaine distinct, avec son propre corpus de connaissances et de théories, étroitement lié à la pratique du journalisme et méritant le respect au sein des milieux universitaires et professionnels;
- *Notant* que le journalisme, en tant que discipline académique, joue un rôle important dans la société, notamment en ce qui concerne les progrès réalisés vers la réalisation des objectifs de développement durable de l'ONU;
- *Reconnaissant* qu'à une époque de désinformation, de mésinformation et de menaces pour la liberté de la presse, le rôle du journalisme indépendant est plus important que jamais;
- *Constatant* que les ressources allouées à la formation au journalisme sont un investissement dans la capacité institutionnelle à long terme pour aider à garantir un journalisme fort, indépendant et de qualité ;
- *Assumant* le rôle clé que la formation au journalisme peut jouer en cette période historique :

S'entendent sur les principes suivants pour les enseignants et les formateurs en journalisme, tant universitaires que professionnels :

- Maintenir une gouvernance solide et indépendante des écoles de journalisme et des départements de journalisme, qui doivent avoir un niveau de pouvoir et de prise de décision équivalant à ceux d'une faculté, et dont l'autonomie académique est reconnue des acteurs externes ;
- Préserver l'enseignement du journalisme en tant que champ distinct par rapport aux autres domaines de la communication ;
- Mobiliser les financements nécessaires à l'excellence des programmes d'études et aux activités pratiques, requis pour la qualité du fonctionnement d'une école de journalisme ;
- Maintenir un équilibre entre les connaissances universitaires et les compétences techniques nécessaires au métier de journalistes ;
- Reconnaître l'égalité de genre dans et par la formation au journalisme comme une priorité ;
- Promouvoir la diversité en tant que facteur clé de la formation au journalisme : diversité des étudiants, diversité du personnel, diversité dans les sujets enseignés ;
- Encourager un esprit critique dans la recherche sur l'enseignement du journalisme, y compris en ce qui concerne les innovations en matière de pédagogie, les expériences, les pratiques journalistiques et les modèles d'affaires.

En conséquence, nous, Membres du Conseil Mondial des Écoles de Journalisme, appelons :

- Les enseignants et formateurs en journalisme et leurs institutions et organisations à promouvoir l'adhésion à la présente Déclaration ;
- les responsables de l'enseignement supérieur et des ONG dédiées à la formation au journalisme, pour qu'ils prennent en compte ces principes dans leur pratique ;
- les départements nationaux de l'éducation, les industries médiatiques, les entreprises privées et les donateurs, y compris les donateurs internationaux, à assurer un financement suffisant à l'enseignement du journalisme tout en respectant son indépendance ;
- le Programme international de l'UNESCO pour le développement de la communication à soutenir cette Déclaration et la porter à l'attention des Etats membres de l'UNESCO.



Paris Declaration on Freedom of Journalism Education

Adopted by the World Journalism Education Council during its plenary session, on July 8th 2019.

We, members of the World Journalism Education Council:

We believe there is a strong link between the quality of journalism education and the quality of information people to which they are entitled to.

We believe that there cannot be an environment of quality information without quality journalism.

We believe that quality journalism depends greatly on proper journalism education and training.

We believe that journalism education has a fundamental role to play towards more inclusive societies and the United Nations' 2030 development agenda.

We believe that this Declaration would help colleagues to make their authorities understand the specificity of journalism education from the academic and from the resources point of view.

Furthermore, we believe that this Declaration would contribute to strengthening the WJEC as a global network of journalism educators.

Preamble:

- *Reinforcing* the Declaration of Principles developed at the first meeting of the World Journalism Education Congress in Singapore in 2007 which advocated for journalism education as a distinct field with its own body of knowledge and theory, closely allied with the practice of journalism and deserving respect within both the academic and professional communities;
- *Noting* that journalism, as an academic discipline, plays a significant role in society including progress towards the UN Sustainable Development Goals;
- *Acknowledging* that in an age of disinformation, misinformation and threat to press freedom, the role of independent journalism is more important than ever;
- *Observing* that resources allocated to journalism education are an investment in long-term institutional capacity to help guarantee strong, independent and quality journalism;
- *Responding* to the key role that journalism education can play in this historical period:

Agrees on the following principles for journalism educators and trainers, academic as well as professional:

- Maintain strong and independent governance of journalism schools and journalism departments, which should have a faculty level of power and decision-making, and have recognized academic autonomy from external actors;

- Preserve journalism education as a distinctive stream compared to other fields of mass and strategic communication;
- Mobilize the necessary funding for excellence in curricula and extracurricular outreach as required for the quality functioning of a journalism school;
- Maintain a balance between academic knowledge and the technical skills of the journalism craft;
- Recognize gender equality in and through journalism education as a cross-cutting priority;
- Promote diversity as a key factor in journalism education: diversity among students, diversity among staff, diversity among topics taught;
- Encourage a critical spirit for journalism education research, including in experiments and innovations concerning pedagogies, journalistic practices and media business models.

Therefore we, Members of the World Journalism Education Council, calls on:

- Journalism educators and trainers and their institutions and organizations to advocate for adherence to this Declaration;
- Leaders in higher education and training NGOs to take the principles into their practice;
- National departments of education, media industries, private businesses and donors, including international donors, to ensure sufficient funding for journalism education while respecting its independence;
- UNESCO's International Programme for the Development of Communication to support this Declaration and bring it to the attention of UNESCO member states.

A handwritten signature in black ink, appearing to be 'M. H. ...' with a horizontal line at the end.A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

TABLE OF CONTENTS

FACT CHECKING & VERIFICATION IN THE ERA OF FAKE NEWS & POST TRUTH

Montreal’s “Robo-Calèches” Controversy: An Alternate Reality Live Verification Simulation	1
Elyse Amend	
Artificial Intelligence is a Journalist’s Best Friend: An Approach to Using Algorithms in User Credibility Evaluation, Content Verification, and Their Integrated Application in Teaching Journalism	16
Jozsef Orosz	
Media Literacy Versus Fake News: Critical Thinking, Resilience and Civic Engagement	33
Karen Fowler-Watt Julian McDougall	
“To be a Journalist in the Post-Truth Era: What Role, What Expectations?”	46
Angeliki Monnier	
Mapping the HE News Literacy Landscape in the UK	59
Fran Yeoman Kate Morris	
Journalism Education in the Era Beyond Digitalization: The Impact of Fact-Checking and Verification Techniques Upon Journalism Students	73
Andreas Veglis Theodora A. Maniou Nikos Panagiotou	
Legacy Media Versus Social Media: The Collisions and the Dissection of Fake News	84
Chinedu Christian Odoemelam	

WHEN THE FOURTH ESTATE COLLIDES WITH THE FIFTH ESTATE

Circulation of News and Digital Media: The Conflicts Between Fourth and Fifth Estate in the Second Round of the Brazilian Presidential Elections of 2018	106
Gustavo Pereira Iluska Coutinho	
Creating a 21st Century Mass Communication Curriculum for a New Democracy: Lessons from Bhutan	118
Rachele Kanigel Khampa	
YouTube and Conspiracy: Using Videos in News Literacy Pedagogy	132
Tim Boudreau Edgar Simpson Elina Erzikova	
Confirmation Bias, Selective Exposure & Motivated Reasoning: The Polarization Toolbox	148
Kenneth A. Fischer William R. Davie	

Under ‘Con-troll’?: Online Trolling and the Philippine Media Coverage of President Rodrigo Duterte 160
Alexis B. Romero

With the Fourth Estate in Collision with the Fifth Estate of Citizens on Social Media, How Can We Teach Truthful Reporting? 180
Victoria Neumark Jones

ETHICAL CHALLENGES FOR TEACHING AND UNDERTAKING NEW FORMS OF JOURNALISM

The Promotion of the New Journalistic Courses as a Reflection on the Realities of Media Practice 198
Elena Plakhina

Utilitarianism, Deontology and Virtue Ethics: Teaching Ethical Philosophy by Means of a Case Study 204
Susan Stos

Advancing Gender Equality in the Media Industries Through the Use of Mobile Journalism as Innovative Practice 217
Maria Edström
Torbjörn Fraenckel

Checking All The Boxes: Debating the Need for Journalism Students to Acquire Ethical Clearance for their Research 228
Dr Marenet Jordaan

Preparing Journalism Students to Cover Catastrophic Human Suffering in this Digital Age 241
Catherine A. Luther
Xu Zhang

Teaching a New Journalistic Form Intended to Spark Response and Action: Evaluating Student Learning 255
Nicole Smith Dahmen
Kathryn Thier
Brent Walth

Doing it for Real: A study of Experiential and Situated Learning Approaches in Teaching Journalism Practice Through Engagement with the Public Domain 267
Myra Evans

Curriculum and Requirements in Undergraduate Online Degree Programs in Journalism and Communications in U.S. Not-for-Profit Universities 281
David Ostroff

Using Single-Platform Social Media Newsdays in Television Journalism Education: a Heutogological Approach 294
Katherine Blair

Promoting Journalism: Analysis of Education Programs’ Homepages 303
Steve Bien-Aimé
Alyssa Appelman
Stacie Meihaus Jankowski
Michele Day

Journalism Students' Self Reports Of Reactions Evoked By Trauma Related Teaching Materials: Results Of A Pilot Study	319
Ola Ogunyemi Roderick Orner Janet Galpin	
Ethical Challenges for Teaching and Undertaking New Forms of Journalism	336
Ken Pratt	
Strategies for Developing a Cross-Cultural, Global Ethics Mindset Among Journalism Students	347
Ann Auman	
Journalism and Media Education During Civil Wars in the Middle East: The Cases of Syria, Libya and Yemen	359
Hussein Amin Rasha Allam Salma El-Ghetany	
ONE JOURNALISM OR MANY JOURNALISMS? CONNECTING STUDENTS WITH MULTIPLE CONCEPTIONS AND WAYS OF WORK	
Multiliteracies: A Practical Theory for Journalism Educators	373
Victoria Quade	
The Challenges of Teaching Journalism in the World of All-Inclusive Journalism Practice	387
Aniefiok J. Udoudo Christopher I. Ochonogor Esther Joe-Daniel Joe	
¿Hablas español? Launching a Spanish-Language Insert at a Small Student Newspaper	399
Kirstie Hettinga Sheridan Wigginton LaVerne Seales	
Redefining Doctoral Education: Preparing Future Faculty to Lead Emerging Media Curriculum	411
Cindy Royal Sean Smith	
Challenges and Opportunities: In Search of Effective Ways to Teach International Media/Journalism to Students from Rural America	426
Jiafei Yin	
A Rod Map for Technological Egyptian Journalism Training Ecosystem	438
Nagwa Fahmy Maha Abdul Majeed Attia	
Media Convergence Skills, AI Literacy, and Cores of Journalism Value - Journalism Education Reform of China in a Disruptive Age	458
Luan Yimei He Yayan	

Are Interdisciplinary Studies an Element of Journalism Education? A Curriculum Analysis of Universities in Central Brazil	473
Sonia Virgínia Moreira Antonia Alves Pereira	
New Technology, New Rules for Journalism and a New World of Engagement	491
Loup M. Langton Mercedes L. de Uriarte Kim Grinfeder Paulo N. Vicente	
Global Assignments: How Virtual Student Exchange Is Preparing Australian and Pakistani Students for Cross-Cultural, Collaborative Journalism	504
Keith Bowen Altaf Ullah Khan Alexandra Wake	
Glocalization of Journalism and Mass Communication Education: Best Practices from an International Collaboration on Curriculum Development and Implementation	518
Bellarmine Ezumah Michael Mawa	
Journalism Handbooks and Newsrooms Guidelines	531
Patrícia Weber Jorge Pedro Sousa	
Teaching Research Methods to Journalism Students Through Communication Strategies	549
Anna Tous-Rovirosa Javier Díaz-Noci	
Condor, a Demand Led Educational Living Lab in and for Journalism School: The Changing Role of the Lecturer as a Facilitator of the Learning Process	559
Devid Ilievski Malou Willemars	
SOCIOLOGY OF JOURNALISM FAST-EVOLVING SECTOR	
Data, Statistics and Science Journalism in the Arab Region: Beyond Pre-conception, Below Expectations	562
Abdullah Alhuntushi Jairo Lugo-Ocando	
Enemy of the People: Perceptions of Students Studying in a Post-secondary Journalism Program in a Climate of Attacks on the Media Profession	575
Catharine Tamas Sherry Lawr Cheryl Vallender	
Redefining Journalism: Practicing and Teaching Journalism in Greece Today	590
Lida Tsene Sofia Iordanidou	
A Small-Market Newsroom; Observing the “Field”	605
David M. Staton	

Countering “Othering” through Media Classes: Teaching Empathy in an International Collaborative Online Learning Project	621
Sandra Whitehead Maria Bou Zeid	
Professional Skills for Journalism and Media Graduates	654
Karen Neill	
The Mobile Mind: Understanding How Post-Millennials Get Their News	674
Brett Popplewell	
Teaching Relational Journalism in Our Disruptive Age	694
Paula Ellis Paul S. Voakes Lori Bergen	694
More than a Cliché? Futureproofing Meaningful Notions of Professionalism in Journalism Teaching	709
Ato Erzan-Essien	
“Teachable Moment”: Fostering Communities of Practice in Student Newsrooms	725
Elizabeth Smith Jean Reid Norman Lisa Lyon Payne Kirstie Hettinga	
The Changing Nature of Journalism: A Sociology of De-Professionalization	741
Katerina Tsetsura Dean Kruckeberg	
The State of Journalism and Public Relations Education in ACEJMC-Accredited Programs	753
Shannon B. Campbell Laura Castañeda	
“Trump Bump”: U.S. Students Define Journalism Education in the Age of Trump	764
Stacie Meihaus Jankowski Michele Day Steve Bien-Aimé Alyssa Appelman	
TECHNOLOGICAL MUTATIONS AND THE FUTURE OF JOURNALISTIC PRACTICES	
Defining and Teaching Data Journalism: A Typology	764
Norman P. Lewis	
Projected Futures: A Qualitative Metasummary of Visions for the Educational Future of Science Journalism	780
Cristina Sanza David M. Secko	
Artificial Intelligence and the Introductory Mass Communication Class	792
Craig Gordon Lehigh University, Bethlehem, Pennsylvania, USA Jack Lule	

Newsroom Ownership of Employee Social Media Accounts: Implications for Journalists and Educators	803
Anthony C. Adornato Andrew S. Horsfall	
Curiosity and Experimentation with Twitterbots and Automated Journalism – a Practical Course for Teaching Journalists	818
Theresa Körner	
Undergraduate Students Prefer Learning Text and Broadcast Skills Sequentially VS. Concurrently, But Assessments of their Final Projects are Mixed	831
Rebecca Haggerty Laura Castañeda	
Content for VR: Features of Drama	849
Anna V. Krasavina	
Bridging the Skills Gap: Innovation in Journalism Education	860
Martin J. Chorley Glyn Mottershead	
Media Development, Gender Sensitivity and Sustainability in Egypt: Analyzing the Case of Women’s Voices Project	872
Rasha El-Ibiary	
The Interactive Mutation: Storytelling in the Age of Mixed Reality	885
Kathleen M. Ryan Elizabeth Skewes	
Visualization as a Tool for Reflection in Journalism Education	896
Mette Stentoft Kirsten Bonde Sørensen	
The State of Teaching Data Journalism in Some Schools of Journalism in the Arab World	918
Dr. Nouha Belaid Central University, Tunis, Tunisia	
To Listen and To Lead: Taking Lessons from Newsroom Ethnography into the Classroom	932
Dr Marenet Jordaan Stellenbosch University, South Africa	
The Convergence in Journalistic Process – Scenarios and Challenges	944
Graziela Bianchi	
Technology Challenges in Canadian Journalism Education	956
Aneurin Bosley	
Can Chatbots Teach Copy Editing? A Comparison of Student Reporters' Copy Editing Performance When Using a Chatbot Style Guide and a Traditional Stylebook	977
Rebecca Haggerty Laura E. Davis	
Facebook as a Video Production and Exhibition Platform Used by Journalism Students: A Case Study of Rede Teia (Brazil)	997
Sandra Nodari Jorge Pedro Sousa	

Snap Judgement: How Legacy Media’s Use of Snapchat Discover Informs Journalism Education Peg Achterman	1012
Experimenting with How Facebook’s Algorithm Works. Feedback on a Case Study with Journalism Students Nathalie Pignard-Cheynel Olivier Standaert Lara van Dievoet Loïc Ballarini	1033
Journalism Education at State Universities in the Arab Region: The Search for Identity Mohammad Ayish	1044
Technological Breakthrough, Hybridization in News Formats in Brazilian Telejournalism and Confusion in the Classroom Luís Boaventura Jorge Pedro Sousa	1057
Digitization and Disruption: A Case Study about Journalism Education in Campus Radio Holger Müller Vera Katzenberger	1069
Looking for Intern Journalist, Ready-to-Work: Focusing on the Internship in Newsrooms to Understand Professional Integration of Young Entrants into the Journalistic Sector Amandine Degand	1079
Algorithmic Audiences, Tailored Communication, and the Democratic Imagination: A Qualitative Study of an “Insanely Popular” News App Roselyn Du Hong Kong Baptist University	1093
An International Look at Teaching Audio Podcasting: A Comparison Across Continents Alexandra Wake Catherine Strong Kim Fox Kathryn Gretsinger	1109
Applying the Lean Startup Methodology to Television News: An Exploratory Approach Alex Luchsinger	1126
Technological Innovations and the Future of Journalistic Practices in Local TV Newsrooms in the United States: What to Keep, What to Drop? Debora Wenger Iveta Imre	1136 1136
Innovating the Future for Journalism with the Students: Hyperlocal Journalism Module in Journalism Education 2012–2018 in Finland Turo Uskali	1150

Journalism Handbooks and Newsrooms Guidelines

Patrícia Weber

Universidade Fernando Pessoa, Oporto, Portugal

Jorge Pedro Sousa

Universidade Fernando Pessoa, Oporto, Portugal

Abstract

The aim of this study is to point out how the conjugation of theory and practice has occurred in the triad: universities, professional handbooks and journalism training programs in São Paulo, Brazil. Will verify the curricular structures of the Journalism programs in universities that obtained a maximum score in the Ministério da Educação - Brasil (MEC) evaluations in São Paulo in 2018, comparing the emphases of these universities with the handbooks and the trainee programs practiced by the Folha de São Paulo and Estadão newspapers.

Keywords: Journalism Teaching. Universities. Journalism Handbooks. Training Programs.

Introduction

Although universities in Brazil offer specific courses in Journalism studies and Journalism training, there are communication companies currently offering training programs for those intending to follow the profession. The issue that arises is the motivation for such small period courses and with thematic elements already addressed in the curricula of the graduation courses. The trajectory of journalism teaching in Brazil went through hard times with often problematic restructuring equations, where humanist issues in disciplines such as sociology and philosophy were sometimes neglected in the name of professional practices.

This article aims to understand the current scenario, where in addition to universities, two of the most renowned newspapers in São Paulo keep training programs for journalists and journalism writing handbooks, which are studied and adopted in undergraduate studies in Journalism across the country. The question that arises is whether such companies believe there are gaps in the current training courses or an apparent unpreparedness from unexperienced recently graduated journalists, or do these courses follow other commercial and editorial interests.

The object of study consists of four Journalism courses lectured in the city of São Paulo and receiving maximum score in the evaluations carried out by the Brazilian Ministry of Education (MEC) in August 2018 (E-MEC, 2018). The evaluation is based among other factors on students marks in the National Examination of Student Performance (ENADE) organized by the Brazilian Federal Government every three years; MEC evaluators visit the educational institutions to analyze the curricular and laboratory structure, faculty qualifications and student satisfaction. The target universities were the Faculdade Cásper Líbero, Universidade Anhembi Morumbi, Faculdade de Comunicação e Marketing da Fundação Armando Álvares Penteado, and Escola Superior de

Propaganda e Marketing – ESPM. The journalism course *Curso Estado de Jornalismo* and the training program *Programa de Treinamento em Jornalismo Diário da Folha de S. Paulo* were chosen due to their notorious national recognition, which may be considered normal due to the history and relevance of those communication companies in the country. The same reasons lead to the choice of their handbooks to analyze the courses, training and handbooks from universities.

The second part of the article discusses the onset of Journalism in Brazil starting from the first experiences in print until the beginning of vocational training. It took 139 years to establish journalism teaching permanently. The early influence of French humanist thought should be highlighted, as well as the British commercial insight.

Journalism writing handbooks are addressed in the third topic of this article. The newspaper *Folha de S. Paulo* was the first in the editorial market to issue its own standards of conduct and writing, allowing the purchase of such handbooks in 1984 by students and communication professionals. The newspaper *Estado de S. Paulo* soon followed. Both handbooks are considered reference standards, issuing updated editions over the years.

The four universities and two companies that are objects of study in this research are presented in the following chapter. Their history and current figures allow understanding the relevance of the institutions. Their contextualization allows the identification of journalism degrees and training programs curricula, the purposes of journalism writing handbooks and their relevance in the academic and professional life. To fully develop such considerations, the universities and newspapers were contacted and invited to share their views concerning these issues. Only the *Folha de S. Paulo* replied the email with the proposed questions, and the answers are presented throughout this article.

Origins of Vocational Training in Journalism in Brazil

Newspapers arrived in Brazil with a centuries-long delay, due to the prohibition of typography, books and publications during most of the colonial period. Before 1808, the year of the arrival of the Portuguese Royal family in Brazil, there were several attempts, but none succeeded. The most relevant lasted less than one year, in 1746, with the typographer António Isidoro da Fonseca, from Lisbon (Dias, 2018).

The arrival of D. João VI in Rio de Janeiro changed the *status quo*. The presence of the King and the Royal family in the Portuguese colony required typographies to herald the acts of government and to disseminate the news (Souza & Silva, 2016). The first newspapers were registered in 1808. The *Correio Braziliense* (Brazilian Courier) was drafted in London by Hipólito José da Costa, with a doctrinal character and international perspective. The *Gazeta do Rio de Janeiro* (Rio de Janeiro Gazette) by the catholic clergyman Frei Tibúrcio José da Rocha was more informative and considered by many as an official publication (Dias, 2018).

The early years of the Brazilian press are described by historians as a period of “personalistic journalism”. The *Correio* often criticized the administrative actions of the Portuguese. The *Gazeta* announced the changes brought about by the arrival of the monarch; indeed, “Newspapers were the voice of their owners” (Dias, 2018, p. 22).

Only since 1828, with the implementation of law courses, Brazil has professionals prepared for writing. The courses formed intellectuals, with classes of rhetoric and mother tongue. However, the text remained literary, without the specific characteristics that would be used in the following century. Regarding the topics, they switched throughout the century from Independence to the need to establish the Republic and the abolition of slavery. At that moment several printed newspapers with industrial structure were distributed in the country. Among them, *A Província de São Paulo* (The Province of São Paulo) is highlighted, which would later be named *O Estado de S. Paulo* (The State of São Paulo).

The Brazilian Press Association (ABI) was created in 1908, including the purpose of establishing a Journalism course. Only in the 1930s, Costa Rego, one of the leaders of the institution, was able to implement the undergraduate course in journalism at the University of Distrito Federal (Melo, 2004), later incorporated in the Faculty of Philosophy of the University of Brazil, currently the Federal University of Rio de Janeiro. The following initiative took place in São Paulo, in 1947, with the Cásper Líbero School of Journalism (Melo, 1994). In the beginning, the institutions adopted a European school-based curriculum.

In 1969, the university degree and the professional registration issued by the Brazilian Ministry of Education and Culture (MEC) become mandatory to practice journalism. Such regulatory obligation remained in force until 2009. The adaptation of the courses to an American school model constituted a significant change in the curricula, adopted by the media specially since 1960 and 1970 (Melo, 1998). The MEC kept a mandatory curricular structure for humanistic theoretical-based undergraduate studies in Journalism, but with an infrastructure of laboratories to assure the performance of common practices in the profession.

History of Journalism Writing Handbooks

By the time of the inauguration in 1875, the newspaper *A Província de São Paulo* had an editorial line that endures to present day: “making its independence the attribute of its strength” (Fundação Cásper Líbero, 2019). There is no reference to handbooks, but the company identifies an ethical concern and indicates how to make journalism. Historians identify the newspaper *A Província* (The Province), circulating between 1928 and 1965 in Recife, as the first to issue writing guidelines for their journalists (Melo, 2005). Gilberto Freyre, who studied at Baylor University in Texas, was concerned with quality, clarity, correctness and a more colloquial style in the production of the daily newspaper. He implemented a notice board where he placed tips for his colleagues in the newsroom. In 1950, the first organized material was released to establish the standards that would be adopted by the Brazilian press. The daily *Diário Carioca*, in a handbook produced by Pompeu de Souza, introduces the lead, directs to the need to produce a text that is easy to understand and appealing for the reader (Vizeu, 2008).

Freyre's ideas were the foundations for modern handbooks. Among them are those produced by the *Folha de S. Paulo* and *O Estado de S. Paulo*. The *Folha* was the first to issue its handbook in 1984, making writing standards, principles and commitments accessible to the public through editorial publication (Souza & Silva, 2016). New editions of the handbook were organized in 1987, 1992, 2001 and 2018, with reformulations made over the years by the editorial team. In the case of *Estadão*, the first edition of the handbook dates from 1990 by the journalist Eduardo Martins. In 1997 it reached the third edition, reprinted for the sixth time in 2002. Currently, the *Estadão*

handbook is available online with open access to the public. The foreword explains that over the years hundreds of entries were added to the text and chapters required for updating the document (Estadão, 2019).

Analyzing Universities and Newspapers from São Paulo

In order to present the educational institutions and companies studied, each object of study is synthesized in a specific topic.

Faculdade Cásper Libero (FCL)

The Foundation was established in 1944, by determination of the journalist Cásper Libero in his Will, for the administration of the Gazeta newspaper and radio, which he owned (Fundação Cásper Libero, 2019). The school of journalism was inaugurated in 1947, the second registered school in Brazil (Melo, 2004). Located on the main avenue *Avenida Paulista*, the Group also holds a TV station, two radio stations and two newspapers. This University offers degrees in Journalism; Advertising and Propaganda; Radio, TV and Internet; and Public Relations; in addition to post-graduate degrees, with 3,500 students enrolled in 2018.

Faculdade de Comunicação e Marketing da Fundação Armando Álvares Penteado (FAAP)

The institution stemmed from the wish of the São Paulo architect Armando Álvares Penteado to create a Foundation holding his name, opening in 1947. The school was initially oriented towards artistic training, but over the years began to offer courses in different areas, with approximately 12,500 students enrolled (Faculdade Armando Álvares Penteado, 2018), in Communication Studies, Journalism, Cinema, Advertising and Propaganda, Radio and TV, and Public Relations. The Foundation also administers a museum, a theater, and an artistic residence, among other activities.

Escola Superior de Propaganda e Marketing (ESPM)

The ESPM was created in 1951 by a group of advertisers aiming to be a school of excellence, with communication industry professionals teaching the students (ESPM, 2019a). The University has campuses in São Paulo, Rio de Janeiro and Porto Alegre, with 15,000 enrolled students. Both the curricula of the Journalism courses and the tuition fees in the three cities are adapted to each of the markets. The courses include Journalism, Film and Audiovisual, and Advertising and Propaganda (ESPM, 2019).

Universidade Anhembi Morumbi (UAM)

Created by a group of advertisers in 1970, the Anhembi University was designed to train graduates in Social Communication. In 1982 they joined another institution for engineers and architects and became Anhembi Morumbi. In 1997 it was accredited as an university. The north-American educational group Laureate International Universities gradually bought the UAM stock shares, becoming the sole owner of the institution in 2013 (Folha de S. Paulo, 2005). The University has 44,000 enrolled students. The communication courses are: Cinema and Audiovisual; Journalism,

Editorial Production; Multimedia Production – Communication in Social Media; Advertising Production; Advertising and Propaganda; Radio, Tv and Internet; and Public Relations.

O Estado de S. Paulo

Named after the province of São Paulo, the newspaper *A Província de São Paulo* began to circulate in January 4, 1875. The goal of the republican group of founders was to oppose monarchy and slavery. Since January 1, 1890 the name of the newspaper changed into *O Estado de S. Paulo* (The State of São Paulo). Between 1940 and 1945 it was confiscated by the President Getúlio Vargas, who used it for Government propaganda. During the military Government between 1970 and 1975 the newspaper faced another censorship period that banned the publication of news, replacing them by gastronomic recipes and literary texts as form of protest (Estadão, 2018a). The history of the *Estadão* points to political objectification and modernization over the years. The administration was transferred to the group *Grupo Estado* to gather all the companies owned by the group under the same umbrella.

Folha de S. Paulo

The newspaper started distribution in 1921 (Folha de S. Paulo, 2018). The so-called *Folha da Noite* (Evening Paper) was created by former journalists from the competing newspaper *Estadão*, aiming for a more popular and informative print media. In the 1940's, the director introduced editorial and style rules and inaugurates a journalist recruitment program. The company reached three daily newspapers, *Folha da Noite* (Evening Paper), *Folha da Tarde* (Afternoon Paper), and *Folha da Manhã* (Morning Paper), gathered in 1960 in the *Folha de S. Paulo* (Paper of São Paulo). In 1962, it was acquired by the current administration, which remained in favor of direct elections even during the military dictatorship period in Brazil. The *Folha* always criticized the requirement of a diploma for journalists (Folha de S. Paulo, 2009), claiming it contradicted the rights of freedom of expression. Currently, the *Grupo Folha* owns five companies in different areas. After presenting the objects studied in this research, the proposed analysis is presented below.

The Triad: University, Writing Handbooks and Training Programs

With the purpose of comparing the structure of the undergraduate studies and training courses in Journalism, as well as the topics they addressed, the disciplines lectured in the courses are presented below.

Undergraduate studies in journalism

The curricular structure of the Journalism course in Cásper Libero University follows the classic guidelines recommended by MEC in 2013 (Faculdade Cásper Libero, 2018), presenting the subjects in a semester and annual distribution.

Table 1 – Curriculum CÁSPER LIBERO UNIVERSITY

Curriculum CÁSPER LIBERO	
Disciplines	
1 st Year	2 nd Year
Anthropology	Press Office and Corporate Communication
Philosophy	Editorial Design in Journalism: printed and digital
Photojournalism	Economy
History of Communication and Journalism	Contemporary History
Introduction to Journalism: epistemology and techniques	Art History
Journalism in Digital Environments	Multimedia Journalism Lab
Journalism Lab	Portuguese II
Portuguese I	Media and Contemporary Society
Sociology	Radio Journalism
Communication Theory	Theory and Practice of Reporting
3 rd Year	4 th Year
Political Science	Ethics Journalistic
Brazilian Culture	Audiovisual Journalism
Entrepreneurship and Project Management	Literary and Cultural Journalism
History of Contemporary Brazil	Political and Economic Journalism
Journalism and Entertainment	Journalism, Citizenship and Social Action
Law	Advanced Journalism Topics
Portuguese III	Libras (optional)
Research and Communication Methodology	Monograph
Socio-economic Reality and Brazilian Politics	Supervised Internship
Television Journalism	

Source: By the authors, based on the university website.

The Cásper Libero university website explains that the purpose of the curriculum, combining humanitarian and specific training for the exercise of journalism, is to enable the student to fulfill the mission of the journalist: “To understand and interpret the world he lives in, investigating and reporting facts that interfere in the life of the population” (Faculdade Cásper Libero, 2018a).

As the FCL curriculum, the FAAP Journalism course mixes theoretical and technical contents, distributed in disciplines per semester.

Table 2 - Curriculum ARMANDO ÁLVARES PENTEADO UNIVERSITY

Curriculum ARMANDO ÁLVARES PENTEADO UNIVERSITY	
Disciplines	
1st Semester – Year 1	2nd Semester - Year 1
Epistemology in Communication	Image Analysis
Genres and Concepts of Journalism I	Anthropology
Art History	Communication and Market
History of Journalism	Genres and Concepts of Journalism II
Portuguese I	History of Journalism in Brazil
Sociology	Visual Journalism I
Communication Theories I	Reading of Visual Texts and Indices in Communication
Interview Techniques	Portuguese II
Reporting and Research Techniques	Media Regulation
Theories of Journalism	Sociology of Communication
	Communication Theories II
1st Semester - Year 2	2nd Semester - Year 2
Esthetics	Professional Deontology
Cultural Studies	Philosophy of Communication
Philosophy	Literature and Dramaturgy
Political History of Brazil	Cultural and Media Policy
Visual Journalism II	Graphic Design I
Portuguese III	Psychology
Journalism Research	Radio Journalism
Communication Theories III	Writing Techniques II
Writing Techniques I	Rhetorical Techniques
Brazilian Social Theories	
1st Semester - Year 3	2nd Semester - Year 3
Compared Communication	Contemporary Behaviour
Communication and Religion	Criticism in Communication
Organizational Communication Design	Journalistic Documentary I
Geopolitical	Legal Grounds for Journalistic Practice
Graphic Design II	International Geoeconomics
Communication Psychology	Programming and Distribution in the Information Society
Writing Techniques III	Television Journalism I
Webjournalism	Contemporary Theory
	Political, Economic and Social Theories and Ideologies I
	Webjournalism
1st Semester - Year 4	2nd Semester - Year 4
Journalistic Documentary II	Large Event News Coverage
Market Intelligence	Specialized journalism
Opinative Journalism	Contemporary Editorial Market
Strategic Marketing for Communication	Applied Social Media
Administrative Practices for Journalistic Companies	New Journalism: Techniques of the Great Report
Monograph I - Methodology and Technique	Advanced Seminars
Television Journalism II	Monograph II - Methodology and Technique
Political, Economic and Social Theories and Ideologies II	

Source: By the authors, based on the university website.

For this analysis of São Paulo universities with maximum score in their evaluation by MEC, in the case of ESPM the presented curriculum corresponds to São Paulo journalism course (ESPM, 2018), since the curricula differ among the different campus.

Table 3 - Curriculum ESPM SP

Curriculum ESPM SP	
Disciplines	
1st Semester - Year 1	2nd Semester - Year 1
Investigation and Journalistic Text I	Investigation and Journalistic Text II
Introduction to Journalism	Journalistic Production and Radio Editing I
Portuguese	Photojournalism
Economy	Cyberculture
History of Journalism	Communication Theories
Statistics	Graphic Design
Sociology	History of Contemporary Brazil
Photo	Philosophy
1st Semester - Year 2	2nd Semester - Year 2
Journalistic Production in Press Media	Great Report
Journalistic Production and Radio Editing II	Journalistic Production and TV EditionII
Journalistic Production and TV EditionI	Critical Media Perspective
Theories of Journalism	Press Office
International Geoeconomics	Audiovisual Production for Internet
Marketing I	Political Science
Anthropology	Marketing II
Infographics	Quantitative and Qualitative Research
1st Semester - Year 3	2nd Semester - Year 3
Video Documentary	International Journalism
Production and Editing in Multiplatform Content	Applied Online Content Studies
Corporate Communication	Market Finance
Analysis Narratives and Opinion	Entrepreneurship and Business Management in Media
Data Journalism	Communication in Public Institutions
Communication and Socio-environmental Responsibility	Science and Research
Legislation in journalism	
1st Semester - Year 4	2nd Semester - Year 4
Undergraduate Journalism Project - PGJ I	Undergraduate Journalism Project - PGJ II
Communication Planning	
Advanced Seminars	
Local and Regional Media Scenarios	
Crisis Management and Reputation	
Ethics in Journalism	
Human Rights and Journalism	

Source: By the authors, based on the university website.

One particularity of the course structure in São Paulo is the non-compulsory presentation of a monograph in the Course Completion Work, unlike Rio de Janeiro, Porto Alegre and the other analyzed undergraduate studies in Journalism. On the other hand, the Project of Undergraduate Studies in Journalism has a full-time load in the last semester. The course presentation proposes a preparation in view of the market, allowing the student a “strong connection with the business area and contact with all stages of the profession, such as research, writing, editing and publication of materials in various media, always updated with the new technologies and tools of the market” (ESPM, 2018).

The Anhembi Morumbi University works with a differentiated teaching model in relation to the other institutions analyzed, which provides for a modular course, as explained in the Course Guide, “inspired by the American model of community colleges, graduating the student in two years and

providing a higher level certificate in an period before the conclusion of the undergraduate course, thus anticipating their entrance in the professional market” (Universidade Anhembi Morumbi, 2018a, p. 2).

Table 4 –Curriculum ANHEMBI MORUMBI UNIVERSITY

Curriculum ANHEMBI MORUMBI UNIVERSTY	
Disciplines	
Communication	Communication Advisory
Philosophy and Ethics	Information Management: Cities and Sports
Media Convergence	Contemporary Challenges
Journalistic Text	Photojournalism and Visual Planning II
Journalism: Theory and Practice	Magazine Production
Scientific Methodology	Information Management: Politics and Economics
Art, Culture and Esthetics	Entrepreneurship
Sociology	Multi-platform Communication
Journalistic Writing	Video Documentary
Digital Journalism	Information Management: Science and Culture
Anthropology and Brazilian Culture	Applied Research in journalism
Communication Theories	Great Report
Television Journalism	Methodology of Projects in Journalism
Contemporary History	Laboratory of Practices in Journalism I
Radio Journalism	Monograph
Human and Social Development	Laboratory of Practices in Journalism II
Photojournalism and Visual Planning I	Supervised Internship
Newspaper Production	

Source: By the authors, based on the university website.

The disciplines follow a sort of ‘path’, as indicated by the university, aiming at “the formation of ethical professionals, socially responsible and fully aligned with the market demands” (Universidade Anhembi Morumbi, 2018a, pp. 3-4).

Subsequently to the objectives and curricula of the universities, the data presented below concern the course *Curso Estado de Jornalismo* and the Training Program *Programa de Treinamento em Jornalismo Diário da Folha*.

Training Programs

The journalism course *Curso Estado de Jornalismo* started in 1990. It is offered annually in partnership with the University of Navarra (Spain), guaranteeing certification as an extension course by the institution. Vacancies may be filled by senior undergraduate students in journalism or students who completed the undergraduate course in the two years prior to the application. The selection is made in two stages: the first one through curricula, letter of interest and general knowledge tests: and the second phase with new proof of general knowledge, production of a journalistic text and an interview.

Only 30 candidates are chosen to participate in each training course, taking place between September and December at the headquarters of the Group in São Paulo. The course is free and

does not involve hiring the participants. The organizers report that more than a thousand professionals underwent the program, also called *Foca* because of the nickname given to beginners in newsrooms, being part of them hired by the company (Estadão, 2018b).

In addition to lectures, there are activities in newspaper and news agency newsrooms, requiring exclusive dedication to the program. As can be seen below, the theoretical disciplines lectured do not differ from those proposed by the universities.

Table 5 - Disciplines in CURSO ESTADO DE JORNALISMO

Reporting Techniques
Edition
Multimedia Journalism
Investigative Journalism
Infography and Photography
Reporting with Computer Aid - RAC
Database Journalism
Ethics
Portuguese
Economy
Policy
Philosophy
Law
Reporting Techniques

Source: By the authors, based on the blog *Em Foca do Jornal O Estado de S. Paulo*.

The final project is a product created by the class to be published on the company website. The blog dedicated to the course specifies that the goal is to allow the beginners a complement to their academic training and an opportunity to participate in the routine of the newsrooms of the Group (Estadão, 2018).

Unlike the *Estado*, the *Folha* training program (*Programa de Treinamento da Folha*) allows the participation of students and professionals not related to the Undergraduate Studies in Journalism. The *Folha de S. Paulo* began job recruitment and training courses in 1984. Since 1988 it issues two editions per year of the training program *Journal Programa de Treinamento de Jornalismo Diário da Folha*. The program is “aimed at students and professionals with little or no journalistic experience” (Folha de S. Paulo, 2018, p. 36), with “solid cultural background, good writing skills, initiative and critical thinking”, and intend to enable them to put into practice the Writing Handbook and the principles of the Editorial Project, which are “careful selection of topics, analytical approach to facts, balanced reports, in-depth criticism and writing didactic, contextualized texts” (Folha de S. Paulo, 2018, p.36). Singer (2019) explains that “the main purpose of the Program is to familiarize the trainees with the editorial principles and the Writing Handbook of the *Folha*”.

There are two selection stages: the first includes online tests and the second involves group dynamics at the newspaper's headquarters in São Paulo. The training lasts for 12 weeks and is free of charge, non-remunerated, but with housing assistance for the selected candidates who don't live in the city. The *Folha* does not disclose on the website a program of classes, but refers to studying daily journalism, history, law, economics and Portuguese language and a final project to be published in the newspaper (Folha de S. Paulo, 2018b). The responsible for the Program organization revealed upon questioning that there is no official training document (Singer, 2019).

Analyzing the different disciplines in the courses, based on the information available online on the website, it is possible to verify that Portuguese Language study is common to all Journalism training programs and undergraduate courses. The *Folha* does not specify the preparation for Politics, Ethics, Philosophy, Photography, Multimedia Journalism and Reportage Technique, included in all other programs. However, it indicates Daily Journalism as an activity, which may encompass practical issues concerning those topics.

Likewise, Editing, Database Journalism and Investigative Journalism are to some extent addressed in the undergraduate studies in Journalism. Based on the disciplines included in the Training Programs and in order to identify if universities include the topics proposed by the *Estado* and the *Folha*, the Table 6 is presented below.

Table 6 – Compared Disciplines

Compared Disciplines		
Estado e Folha Diciplines	Have in the curriculum strucuture	Do not have in the curriculum structure
Portuguese	FCP, ESPM, FAAP, UAM, Estado and Folha	
Policy	FCP, ESPM, FAAP, UAM and Estado	Folha
Economia	FCP, ESPM, FAAP, Estado and Folha	UAM
Edition	ESPM and Estado	FCP, FAAP, UAM and Folha
Ethics	FCP, ESPM, FAAP, UAM and Estado	Folha
Philosophy	FCP, ESPM, FAAP, UAM and Estado	Folha
Infographics	ESPM, FAAP and Estado	FCP, UAM and Folha
Photo	FCP, ESPM, FAAP, UAM and Estado	Folha
Database Journalism	ESPM and Estado	FCP, FAAP, UAM and Folha
Investigative Journalism	FAAP and Estado	FCP, ESPM, UAM and Folha
Multimedia Journalism	FCP, ESPM, FAAP, UAM and Estado	Folha
Reporting Techniques	FCP, ESPM, FAAP, UAM and Estado	Folha
History	FCP, ESPM, FAAP, UAM and Folha	Estado

Source: The authors, based on the universities' websites and *Estado* and *Folha* groups.

It should be noted that in Table 6, two disciplines of the training program *Curso Estado e Programa de Treinamento de Jornalismo Diário*, namely Daily Journalism (Jornalismo Diário) and Reporting with Computer Aid (Reportagem com Auxílio do Computador – RAC), were not included, because it is understood that such activities pervade the undergraduate studies in Journalism.

Clarifying the *Folha's* view concerning the disciplines, Singer (2019) considers “there are gaps in training Journalism undergraduates” and that the Training Program aims to bridge those gaps. He recognizes that recent graduates in journalism have advantages over other recent graduates in social sciences, law, or international relations, but as time goes by, the differences are reduced.

The handbook approach and use in undergraduate studies in journalism

The Writing and Style Handbook of the *Estado de S. Paulo* dates from 1990 and was written by the journalist Eduardo Martins. It was subsequently revised and the online version highlights that:

“In any case, the purpose of this work remains the same: to expose, in an orderly and systematic fashion, the editorial and style norms adopted by the *Estado*. The Handbook is not intended to hinder the creativity of editors, reporters and editors, nor impose straitjackets on company journalists. Its purpose is clear: to define principles that make the edition of the newspaper uniform.” (Estadão, 2019)

The document is divided into Preface, Newspaper Text, Instructions, Doubts, Contractions of Prepositions with Articles, Common Mistakes, Serious Mistakes, Pronunciation, Vocabulary and Units. Most of these divisions address very specific issues in the Portuguese language, collaborating with any Handbook reader concerned with writing correctly. In the case of the Instructions, the text style adopted by the Group in the published reports is verified. The need for clarity, objectivity, and specific concerns as the maximum of 70 characters per line may be verified in this topic. In Doubts there are clarifications about text formatting, referring to the use of bold and italics, among other standardizations adopted.

Unlike the *Estado* newspaper, the *Folha* clearly states in the goals of the training program, the requirement for participants to adapt to the editorial project, including following their writing handbook. The document had its first version in 1984 and is now in the fifth edition. In the launching of the last version in 2018, the editor-in-chief Otavio Frias Filho stated that “the Handbook allows the unification of the different subcultures gathered in the Newsroom (origins, styles, different age groups), strengthening the identity of the vehicle” (Folha de S. Paulo, 2018a). The initial objectives of *Folha's* publication, to “resolve doubts, indicate advisable procedures and consolidate practices” (Folha de S. Paulo, 2018, p.8), is added the need to reaffirm values, at a social moment when the mixing of entertainment, fake news and publicity make it difficult to understand the facts.

The current document is divided in four parts. The first presents the *Folha* Editorial Project discussed above, understanding what the Group is and how it works. The second is specific about Journalistic Performance concerning conduct and ethics, with the purpose of guiding the daily work of professionals and orienting regarding social networks, a topic that was not addressed in previous versions. Style is addressed in the third part of the Handbook, stating the need to adapt wording according to the text, as well as the need for conciseness, objectivity and standardization. Finally, the edition brings a new chapter with Thematic Annexes, addressing specific editing issues (Folha de S. Paulo, 2018).

Considering the Handbooks and their structure, it is possible to identify that both share a concern with the didactic form to present the news. In addition to the common issues regarding grammar and namely practical, the role of these documents is related to the standardization of the information to disseminate, based on rules adopted by the media. Relevant recommendations for daily news writing, ethical posture, the need for clarity and data verification are common elements for any newsroom.

The question arising is why such documents are important for journalism students, trainees and newsroom professionals. Almeida & Batista (2013, p.14) consider that “the handbook is a good consultation guide for exemplification and standardization for undergraduate students in journalism, hence has its value as a teaching tool.” However, the authors point out that these documents cannot be considered definitive, but when exposing a variety of handbooks to students, teachers should present them as tendencies, to be evaluated in a critical way and without affecting the personal style of each student.

Singer (2019), who participated in the editorial project of the last handbook of the *Folha*, explains that for the company's professionals, the document “is a sort of Constitution. There are our principles and guidelines, as well as very useful tips for our daily trade”. Despite considering “the peculiarities of the newspaper, it can be extremely useful in universities and other companies, even those that are not journalistic”.

According to Lins & Silva (2018), “the handbook is important because it gives clear instructions to journalists working in a newsroom on how to proceed and how to act in situations of doubt”. The professor argues that “the problem with the handbook is not whether it is good or bad, it is whether it will actually be followed or not”. He concludes that “precisely because of the difficulties that journalism currently faces, it is more than never important to disseminate tools to produce good journalism”. Castilho (2011) highlights that the handbooks should not concern solely journalists, because as “a sort of cookbook on how to make a news or report” it should be of interest to the reader, to understand how facts are disseminated. Finally, Vizeu (2008) advocates a marketing perspective on handbooks, complementing the arguments of the remaining authors. He considers that despite thinking on the reader, it actually treats readers as consumers, given the concerns about market aspects, the competing demands for audience and advertising resources.

Conclusion

A retrospective of the history of Journalism and Journalism teaching in Brazil shows there were many changes. Something that seems present since the beginning of the twentieth century is the distribution often problematic in the curricula between the need for theoretical knowledge and professional practices. Thus, in addition to the specificities of teaching in universities, the discussion that arises when analyzing the triad college degree, training programs and journalism writing handbooks, points to important considerations on journalistic practice, study environments and professional newsrooms.

The records on the disciplines lectured in universities, in the course *Estado de Jornalismo* and the training program *Programa de Treinamento de Jornalismo Diário*, as well as the approaches in the standards of newspaper writing point to a confluence in topics. The preparation for producing a correct and quality text crosses all these elements. The need for a minimal understanding of issues such as politics and economics is also present. University courses allow students, during a four-year degree, to go far beyond what is offered in short-term training, with a predominantly technical grounding and a shallow humanistic foundation. The reduced number of hours, between 12 and 16 weeks, indicates a preparation focused on the daily practice in newsrooms.

Specifically concerning the courses by the *Estado* and *Folha*, it is possible to verify that the former underlines topics such as ethics and philosophy, besides the practical disciplines. This is an arguable differentiation between training courses, since the *Estadão* has a partnership with the University of Navarra, from Spain, allowing an extension certification by that institution, thus establishing an academic requirement that is not contemplated in the program by the *Folha*. Another issue is the prerequisite of being a Journalism student or a newly graduated journalist to join the *Estado* course, whereas the *Folha* requires only an academic degree to be an eligible candidate. This allowed the inclusion of more than 2,400 candidates in the selection for the second edition of the *Folha* program in 2018. Only 11 received training and among them, eight had a degree in journalism, five held a master's or post-graduate degree and four studied in universities outside Brazil. One interesting possibility for future research is to identify to which extent education and international experience are criteria for companies to choose their candidates.

Thus, what drives the need to publish writing handbooks and what are the goals for their collaborators' productions? The study shows there is no way to verify knowledge gaps on the part of newly graduated journalists, but possibly a lack of preparation for the logic of daily work in newsrooms. In addition to training aimed at this objectification, the writing handbooks themselves translate concerns about the technique and style of the professionals chosen to form the Groups. The preparation and standards seek to allow greater autonomy for inexperienced journalists arriving at the newspapers. Although chosen after intensive screening by the companies, even those who are prepared require support to understand the working logics and to integrate the groups. The unification of different subcultures within newsrooms is also important to strengthen the identity of the newspaper, clarifying the need for homogenization.

This aspect also underscores a possible ‘apparent unpreparedness’ of newly graduated journalists, a fact justified as true and relevant in the available courses? The analysis concludes with the data demonstration that there are similarities between undergraduate studies in journalism and the journalism training programs approach. Also, the topics included in writing handbooks, and the handbooks themselves have their study space in universities. Hence, the profile of those chosen for training sessions may share a specificity. In addition to their knowledge in journalism, the candidates must display skills in other areas to earn access to such training.

University, training and handbooks are not dissociated. The training of Brazilian journalists is constantly changing within universities, as companies seek to refine their procedures through Handbooks. To deny such planification of training needs in the theoretical and practical scope will not do any service to journalism. It will further alienate students and journalists from the necessary books for basic fundamental consultation in the quest for professional quality.

About the Authors

Patrícia Weber: *PhD student in Information Sciences, specialty Journalism and Media Studies, at the Universidade Fernando Pessoa (Oporto, Portugal). Journalist graduated and MSc in Communication Sciences from Universidade do Vale do Rio dos Sinos - UNISINOS. Professor of the Journalism course between 2000 and 2017. Administrative Coordinator of the Distance Education from 2013 to 2017. Professional and academic experience: Broadcasting, social communication research, radio.*

Jorge Pedro Sousa: *Full professor and head of Journalism Studies at University Fernando Pessoa (Oporto, Portugal). His research focuses mainly on the history of journalism and on historical and cultural analysis of journalistic discourse.*

References:

Almeida, V.S. & Batista, G.A. (2013). A Significação do Manual de Redação Jornalístico, por Meio do Conceito de Estrangeirismos, no Curso de Jornalismo. In: Revista Encontro de Pesquisa em Educação. Uberaba, v. 1, n.1, p. 5-18. Retrieved from [HYPERLINK "https://www.google.com.br/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKewj087rE5vrhAhUMx4UKHURwBPYQFjAAegQIARAC&url=http%3A%2F%2Frevistas.uniube.br%2Findex.php%2Fanais%2Farticle%2Fdownload%2F715%2F1012&usg=AOvVaw3gF5xIUOU6Ov6xHUBqBL88"](https://www.google.com.br/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKewj087rE5vrhAhUMx4UKHURwBPYQFjAAegQIARAC&url=http%3A%2F%2Frevistas.uniube.br%2Findex.php%2Fanais%2Farticle%2Fdownload%2F715%2F1012&usg=AOvVaw3gF5xIUOU6Ov6xHUBqBL88)
revistas.uniube.br/index.php/anais/article/download/715/1012

Baguete. (2013). Laureate compra 100% da Anhembi Morumbi. Retrieved from [HYPERLINK "https://www.baguete.com.br/noticias/31/01/2013/laureate-compra-100-da-anhembi-morumbi"](https://www.baguete.com.br/noticias/31/01/2013/laureate-compra-100-da-anhembi-morumbi)
<https://www.baguete.com.br/noticias/31/01/2013/laureate-compra-100-da-anhembi-morumbi>

Castilho, C. (2011). As lições de um manual de redação de jornal. In: Observatório da Imprensa. Retrieved from [HYPERLINK "http://observatoriodaimprensa.com.br/codigo-aberto/as-licoes-de-](http://observatoriodaimprensa.com.br/codigo-aberto/as-licoes-de-)

um-manual-de-redacao-de-jornal/" <http://observatoriodaimprensa.com.br/codigo-aberto/as-lico-es-de-um-manual-de-redacao-de-jornal/>

Dias, P. R. (2018). *Gênese do Ensino do Jornalismo no Brasil: influências norte-americanas (1908-1958)*. Florianópolis: Letras Contemporâneas.

E-MEC (2018). Consulta Avançada Cursos de Jornalismo no Portal do Governo Brasileiro. Retrieved from HYPERLINK "<https://emec.mec.gov.br/>" <https://emec.mec.gov.br/>

ESPM. (2019). Cursos de Graduação. Retrieved from HYPERLINK "<https://www.espm.br/cursos-de-graduacao/>" <https://www.espm.br/cursos-de-graduacao/>

ESPM. (2018). Jornalismo São Paulo – Matriz Curricular. Retrieved from HYPERLINK "<https://www.espm.br/graduacao/sao/sao-jornalismo/>" <https://www.espm.br/graduacao/sao/sao-jornalismo/>

ESPM. (2019a). Visão Institucional. Retrieved from HYPERLINK "<https://www.espm.br/a-espm/visao-institucional/>" <https://www.espm.br/a-espm/visao-institucional/>

Estadão. (2018). Em Foca. Retrieved from HYPERLINK "<https://brasil.estadao.com.br/blogs/em-foca/>" <https://brasil.estadao.com.br/blogs/em-foca/>

Estadão. (2018a). História do Grupo. Retrieved from HYPERLINK "https://acervo.estadao.com.br/historia-do-grupo/decada_1870.shtm"

Estadão. (2018b). Curso Estado de Jornalismo. Retrieved from HYPERLINK "<https://brasil.estadao.com.br/blogs/em-foca/curso-estado-de-jornalismo/>"

Estadão. (2019). Manual de Redação. Retrieved from HYPERLINK "<https://www.estadao.com.br/manualredacao/prefacio>"

Faculdade Armando Alvares Penteado. (2018). Institucional. Retrieved from HYPERLINK "<http://www.faap.br/>"

Faculdade Armando Alvares Penteado. (2018a). Lista de Cursos. Retrieved from HYPERLINK "<http://www.faap.br/lista-cursos.asp>"

Faculdade Cásper Libero. (2018). Matriz Curricular de JO. Retrieved from HYPERLINK "<https://casperlibero.edu.br/graduacao/jornalismo/matriz-curricular-de-jo/>"

Faculdade Casper Libero. (2018a). Perfil do Profissional de JO. Retrieved from HYPERLINK "<https://casperlibero.edu.br/graduacao/jornalismo/perfil-do-profissional-de-jo/>"

Folha de S. Paulo. (2005). Grupo dos EUA compra a Anhembi Morumbi. Retrieved from HYPERLINK "<https://www1.folha.uol.com.br/folha/educacao/ult305u18114.shtml>"

Folha de S. Paulo. (2018). *Manual da Redação – Folha de S. Paulo*. São Paulo: Publifolha.

Folha de S. Paulo. (2018a, February 18). Manual da Redação da Folha chega à 5ª edição e mais ampla versão. Retrieved from HYPERLINK "<https://www1.folha.uol.com.br/poder/2018/02/manual-da-redacao-da-folha-chega-a-5a-e-mais-ampla-versao.shtml>"

Folha de S. Paulo (2018b). Folha abre inscrições para o Programa de Treinamento em Jornalismo Diário. Retrieved from HYPERLINK "<https://novoemfolha.blogfolha.uol.com.br/2018/06/14/folha-abre-inscricoes-para-programa-de-treinamento-em-jornalismo-diario/>"

Folha de S. Paulo. (2018c, August 16). Conheça a 62ª turma do Treinamento em Jornalismo Diário da Folha. Retrieved from HYPERLINK "<https://novoemfolha.blogfolha.uol.com.br/2018/08/16/conheca-a-62a-turma-do-treinamento-em-jornalismo-diario-da-folha>"

Folha de S. Paulo. (2009). STF revoga a exigência de diploma para jornalismo. Retrieved from HYPERLINK "<https://www1.folha.uol.com.br/fsp/brasil/fc1806200911.htm>"

Fundação Cásper Líbero. (2019). História. Retrieved from HYPERLINK "<http://fcl.com.br/fundacao/historia/>"

Lins da Silva, C. E. (2018, February 26). Manual de redação é ferramenta indispensável para o bom jornalismo. In: Jornal da USP. Retrieved from HYPERLINK "<https://jornal.usp.br/atualidades/manual-de-redacao-e-ferramenta-indispensavel-para-o-bom-jornalismo/>"

Melo, J. M. (1994). Cásper Líbero, pioneiro do ensino de jornalismo no Brasil. In: Transformações do jornalismo brasileiro: ética e técnica. São Paulo, INTERCOM, p. 13-26. Retrieved from HYPERLINK "<http://www.portcom.intercom.org.br/ebooks/arquivos/2b957a41fb7be92b5b297c2f7177ffee.pdf>"

Melo, J. M. (1998). A formação universitária de jornalistas na América Latina'. In: Temas y Problemas de Comunicacion. Rio Cuarto, ano 6, v. 8, pp. 5–18. Retrieved from HYPERLINK "https://www.unrc.edu.ar/unrc/comunicacion/dptocomunicacion/temasyproblemas/pdf/temasyproblemas_08.pdf"

Melo, J. M. (2004). Os primórdios do ensino de Jornalismo. In: Estudos em Jornalismo e Mídia. Florianópolis, v. 1, n. 2, p. 73-83, jul./dez. Retrieved from HYPERLINK "<https://periodicos.ufsc.br/index.php/jornalismo/article/view/2074>"

Melo, J. M. (2005). Gilberto Freyre: o modernizador precoce da imprensa brasileira. In: Imprensa brasileira: personagens que fizeram a história. São Paulo: Universidade Metodista / Imprensa Oficial de São Paulo.

Redação Estadão.edu. (2012, February 19). Curso Estado de Jornalismo. Retrieved from HYPERLINK "<https://brasil.estadao.com.br/blogs/em-foca/curso-estado-de-jornalismo/>"

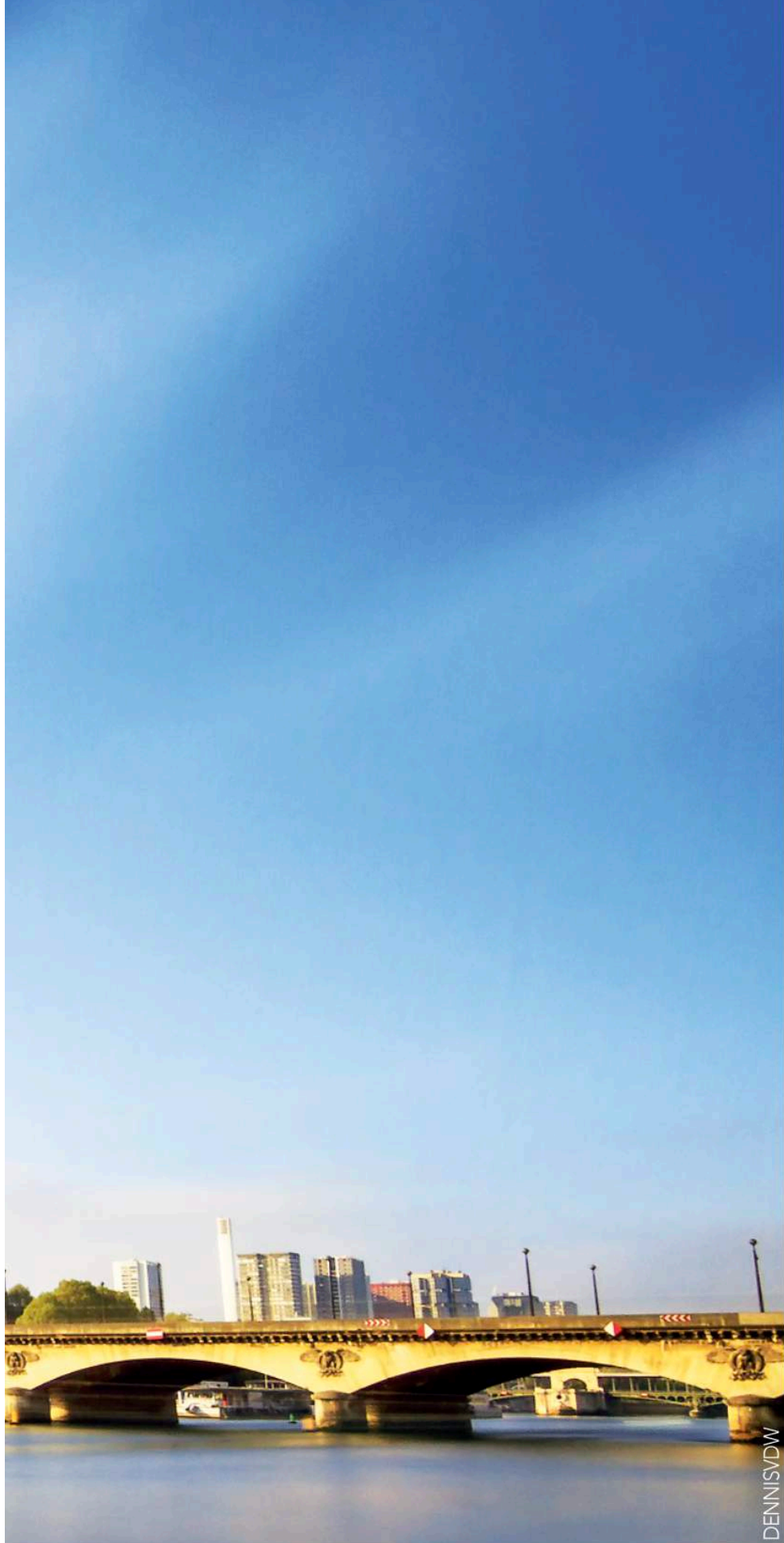
Singer, S. (2019, May 02). Interview of the journalist of the editorial of training, seminar and quality of the sheet by email to the authors.

Souza, G. M. P., & Silva, S. E. V. (2006, August 04-05). Manuais de imprensa: das redações ao mercado editorial. In: Alcar – Associação Brasileira de Pesquisadores da História da Mídia. Encontro Nordeste de História da Mídia. Alagoas: Universidade Federal de Alagoas. Retrieved from [HYPERLINK "http://www.ufrgs.br/alcar/encontros-nacionais-1/encontros-regionais/nordeste/4o-encontro-2016/gt-1-2013-historia-do-jornalismo/manuais-de-imprensa-das-redacoes-ao-mercado-editorial/at_download/file"](http://www.ufrgs.br/alcar/encontros-nacionais-1/encontros-regionais/nordeste/4o-encontro-2016/gt-1-2013-historia-do-jornalismo/manuais-de-imprensa-das-redacoes-ao-mercado-editorial/at_download/file)

Universidade Anhembi Morumbi. (2018). Guia de Curso Jornalismo 2018. Retrieved from [HYPERLINK "https://portal.anhembi.br/wp-content/uploads/2018/05/GUIA-DE-CURSO_JORNALISMO_2018_UAM-revisada.pdf"](https://portal.anhembi.br/wp-content/uploads/2018/05/GUIA-DE-CURSO_JORNALISMO_2018_UAM-revisada.pdf)

Universidade Anhembi Morumbi (2018a). Grade Curricular. Retrieved from [HYPERLINK "https://portal.anhembi.br/graduacao/cursos/jornalismo/"](https://portal.anhembi.br/graduacao/cursos/jornalismo/) \l "grade-curricular"

Vizeu, A. (2008). Gilberto Freyre e os manuais de redação. In: Comunicação & Sociedade. São Bernardo do Campo: PósCom-Metodista, a. 29, n. 50, p. 163-177, 2. sem.



WJEC
PARIS
2019 Education Congress
5th World Journalism •

IPJ Dauphine | PSL ★



CEJ Conférence
des écoles
de journalisme



CP la culture avec
la copie privée

**OPEN SOCIETY
FOUNDATIONS**



IPDC THE INTERNATIONAL PROGRAMME
FOR THE DEVELOPMENT OF COMMUNICATION

AUDIENS

