



Republic of the Philippines
Department of Education

REGION IV- A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

22 May 2026

DIVISION MEMORANDUM
No. 347 s. 2026

ALIGNMENT OF SENIOR HIGH SCHOOL WITH SPECIALIZATION JOURNALISM PROGRAM WITH THE STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Heads, Public Elementary and Secondary Schools
Heads, Units/Sections
All Others Concerned

1. In line with the Full Implementation of the Strengthened Senior High School Curriculum as per **DepEd Memorandum No. 012, s. 2026** and the implementation of DepEd Three-Term School Calendar for Basic Education as per **DepEd Order No. 009, s. 2026**, this Office issues this memorandum to align the existing senior high school program with specialization in Journalism of this schools division.

2. The SHS Journalism program is anchored on **Division Memorandum No. 391, s. 2024** titled **Guidelines on the Implementation of the Enhanced Humanities and Social Sciences (HUMSS) Strand with Specialization in Journalism** and **Division Memorandum No. 368, s. 2025** titled **Amendments to the Guidelines on the Implementation of the Enhanced Humanities and Social Sciences (HUMSS) Strand with Specialization in Journalism**.

3. Enclosed in this issuance are the curriculum guides for the elective subjects to be offered to the Grade 11 and Grade 12 learners beginning School Year 2026-2027.

4. The following are the elective subjects and grade level offering:

Grade Level	Elective Subject	Duration
11	Journalism Ethics, Technical Writing, and Digital Media Practices	4 hours per week
12	Mass, New Media, and Digital Journalism	4 hours per week

5. For School Year 2026-2027, Luis Palad Integrated High School shall organize at least one (1) class for Grades 11 and 12.

6. All other provisions of **Division Memorandum No. 391, s. 2024** and **Division Memorandum No. 368, s. 2025** which are not affected by the new issuances of the Department of Education shall remain in effect.

7. For clarifications and queries, these may be addressed to the Curriculum Implementation Division, through **Mikael Sandino T. Andrey** and/or **Luzviminda**

Cynthia Richelle F. Quintero, Education Program Supervisors via email mikaelsandino.andrey@deped.gov.ph or through (042) 785-9615.

For:

CELEDONIO B. BALDERAS JR.
Schools Division Superintendent

By:


HERBERT D. PEREZ
Assistant Schools Division Superintendent
Officer-in-Charge

Encl.: As stated

References: DepEd Memorandum No. 012, s. 2026
DepEd Order No. 009, s. 2026
Division Memorandum No. 391, s. 2024
Division Memorandum No. 368, s. 2025

To be indicated in the Perpetual Index
under the following subjects:

SENIOR HIGH SCHOOL CURRICULUM

CID- alignment of senior high school with specialization journalism program with the strengthened senior high school curriculum
CIDT7KCC-003095/May 22, 2026



Republic of the Philippines
Department of Education
REGION IV- A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

Journalism Ethics, Technical Writing, and Digital Media Practices

Grade Level: 11
No. of Hours: 4 hours per week

Program Standard The learner demonstrates intensive understanding of the ethical standards, principles, and practices in journalism; applies techniques in writing various kinds of correspondence, both in print and online, and produces media communications across various platforms all within the various contexts of social journalism.

Subject Description This integrated course develops learners' competence in ethical, accurate, clear, and audience-centered journalism across print, online, and multimedia platforms. It introduces learners to the historical development, social functions, legal foundations, ethical standards, and current practices of journalism while simultaneously building their technical writing, editing, document design, fact-checking, and digital communication skills. Learners examine how journalists gather, verify, organize, write, edit, design, and publish information for public understanding and community service. The course also engages learners in contemporary issues such as misinformation, privacy, press freedom, artificial intelligence, data journalism, multimedia storytelling, audience engagement, and public-interest reporting. By the end of the course, learners produce ethical, instructive, informative, and persuasive journalistic and technical media outputs for school, community, and digital contexts.

Subject Standard The learner demonstrates understanding of journalism ethics, principles, legal foundations, press standards, technical writing processes, critical thinking, digital technologies, and responsible media practices; and applies these to produce accurate, ethical, clear, well-edited, visually



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effective, and audience-appropriate journalistic and technical media outputs across print, online, and multimedia platforms in service of the school and community.

Term 1 - Foundations of Ethical and Technical Journalism

Content Standard	The learner demonstrates understanding of the history, functions, legal foundations, ethical principles, and press standards of journalism, as well as the writing processes, communication principles, style, language, and grammar mechanics needed to produce clear and responsible journalistic and technical texts.
Performance Standard	The learner evaluates print and digital journalistic or technical texts by identifying their purpose, audience, structure, ethical implications, legal considerations, credibility, accuracy, style, grammar, and effectiveness; and produces a short ethical writing portfolio composed of revised journalistic and technical writing exercises.

Content	Learning Competencies The learner...
<ol style="list-style-type: none"> 1. History of the Press and Development of Journalism in the Philippines 2. Functions and Social Roles of Journalism 3. Journalism Ethics, Principles, and Press Standards 4. Media Laws and Legal Foundations of Journalism 5. Principles of Responsible Communication and Public Service 6. Introduction to Technical Writing 7. Writing Processes: Planning, Drafting, Revising, Editing, and Publishing 8. Process and Types of Communication 9. Style, Language, Clarity, Conciseness, and Audience Awareness 	<ol style="list-style-type: none"> 1. describes the historical development of journalism in the Philippines in relation to social, political, economic, cultural, and technological contexts; 2. explains the functions of journalism in society, including information, interpretation, watchdog work, public forum, community connection, and public service; 3. discusses the legal and ethical foundations of journalism, including press freedom, privacy, defamation, copyright, access to information, accountability, and responsible publication; 4. analyzes common ethical dilemmas in journalism, such as conflict of interest, sensationalism, bias, invasion of privacy, misinformation, disinformation, and irresponsible use of AI-generated content; 5. describes the fundamental processes involved in technical and journalistic writing, including planning, researching, organizing, drafting, revising, editing, and publishing; 6. distinguishes technical writing from journalistic writing in terms of purpose, audience, tone, structure, style, format, and expected reader response;

<p>10. Grammatical Mechanics in Journalistic and Technical Writing</p> <p>11. Responsible Use of Artificial Intelligence in Information Gathering and Writing</p>	<p>7. applies appropriate style, language, grammar, punctuation, coherence, cohesion, and mechanics in short journalistic and technical writing tasks;</p> <p>8. evaluates the credibility, reliability, accuracy, and ethical use of information from human, documentary, digital, and AI-assisted sources;</p> <p>9. revises short texts to improve clarity, precision, conciseness, fairness, objectivity, attribution, and reader-centered communication;</p> <p>10. prepares a short ethical writing portfolio containing revised news leads, brief reports, correspondence, captions, summaries, or explanatory texts.</p>
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Term 2 - Journalistic and Technical Writing Production, Editing, and Design

Content Standard	The learner demonstrates understanding of the forms, structures, conventions, editing principles, visual design elements, and production standards used in journalistic and technical documents for print and online media.
Performance Standard	The learner produces, edits, proofreads, fact-checks, and designs instructive, informative, and persuasive journalistic and technical documents for print or digital publication while observing accuracy, clarity, ethical standards, proper attribution, and audience-appropriate formatting.

Content	Learning Competencies The learner...
<p>1. Kinds of Technical Writing for Journalism</p> <p>2. Journalistic Reports and Technical Documents</p> <p>3. News Reports, Feature Articles, Editorials, Newsletters, Blogs, Social Media Posts, and Online Reports</p> <p>4. Writing Technical Documents for Journalism</p> <p>5. Structure, Organization, and Formatting of Reports</p> <p>6. Copyreading and Editing</p>	<p>1. differentiates among common journalistic and technical writing forms, including news reports, feature articles, editorials, newsletters, blogs, technical reports, correspondence, social media posts, and online explanatory content;</p> <p>2. organizes information effectively in journalistic and technical reports using appropriate structure, sequence, headings, transitions, attribution, and formatting conventions;</p> <p>3. writes clear, factual, coherent, and reader-centered journalistic and technical texts suited to specific purposes, audiences, platforms, and community contexts;</p> <p>4. applies techniques for writing instructive, informative, and persuasive content in print and online media;</p>



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<p>7. Proofreading, Fact-Checking, and Source Verification</p> <p>8. Designs, Visuals, Layout, Captions, and Typography</p> <p>9. Writing for Print Media and Online Media</p> <p>10. Persuasive, Informative, and Instructive Communication</p> <p>11. Ethical Use of Images, Graphics, Data, and AI-Assisted Tools</p>	<p>5. copyreads and edits written outputs for accuracy, grammar, mechanics, clarity, coherence, style, fairness, balance, consistency, and professional tone;</p> <p>6. proofreads and fact-checks content by verifying names, dates, places, quotations, statistics, claims, images, links, AI-generated information, and source credibility;</p> <p>7. selects appropriate design and visual elements, including layout, typography, captions, infographics, photographs, charts, and formatting, to improve readability and audience engagement;</p> <p>8. explains the ethical responsibilities involved in editing, visual selection, headline writing, captioning, quotation use, and publication decisions;</p> <p>9. produces a print or digital media package such as a newsletter, blog post series, school news page, technical explainer, issue brief, or multimedia article; and</p> <p>10. reflects on how writing, editing, and design choices affect public understanding, trust, accessibility, and ethical journalism practice.</p>
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Term 3 - Digital, Data, and Public-Interest Journalism

Content Standard	The learner demonstrates understanding of critical thinking in journalism, current issues and challenges in the news industry, digital and data journalism, multimedia storytelling, audience engagement, press conferences, special topics, and public-interest reporting in contemporary and technology-rich media environments.
Performance Standard	The learner conducts a public-interest journalism project by gathering and evaluating information from multiple sources, engaging with community concerns, using appropriate digital or multimedia tools, observing legal and ethical standards, and producing a comprehensive journalistic report or media presentation on a significant social issue.

Content	Learning Competencies The learner...
<p>1. Critical Thinking in Journalism</p> <p>2. Source Evaluation, Bias Detection, Evidence Analysis, and Verification</p>	<p>1. applies critical thinking skills such as logical reasoning, evidence evaluation, skepticism, argument analysis, contextualization, and fair judgment in journalistic decision-making;</p>



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<ol style="list-style-type: none"> 3. Issues and Problems in Journalism 4. Misinformation, Disinformation, Privacy, Bias, Safety, and Press Freedom 5. Current Trends and Technologies in the News Industry 6. Artificial Intelligence, Data Journalism, and Digital Verification 7. Data Analysis, Visualization, and Storytelling 8. Digital Storytelling and Multimedia Journalism 9. Audience Engagement and Community Journalism 10. Press Conferences and Interviewing for Public Information 11. Handling Special Topics in Journalism for Public Interest: Politics, Science, Health, Environment, Social Justice, Education, Culture, and Sports 12. Production of a Comprehensive Public-Interest Journalistic Report 	<ol style="list-style-type: none"> 2. evaluates sources of information by identifying bias, agenda, credibility, authority, accuracy, timeliness, relevance, and corroboration across multiple sources; 3. explains legal, ethical, technological, economic, and social challenges faced by journalists and media organizations, including defamation, privacy, restrictions on press freedom, misinformation, disinformation, and audience distrust; 4. discusses current trends in journalism, including data journalism, multimedia reporting, mobile journalism, audience analytics, AI-assisted reporting, and platform-based news distribution; 5. gathers information from varied sources such as interviews, press conferences, official records, academic sources, government reports, primary data, community voices, and digital platforms; 6. uses basic data journalism and digital storytelling techniques, including data interpretation, visualization, mapping, timelines, photo stories, audio/video elements, explainers, and interactive or social media formats when appropriate; 7. demonstrates responsible use of artificial intelligence and digital tools by checking bias, protecting privacy, verifying outputs, disclosing tool use when required, and maintaining human editorial judgment; 8. connects public-interest reporting to community needs, civic participation, cultural understanding, social responsibility, and democratic values; 9. conducts or simulates a press conference, interview, or community information-gathering activity to collect relevant facts and perspectives on a social issue; 10. produces and presents a comprehensive public-interest journalistic report or multimedia package that demonstrates ethical reporting, accurate information, clear organization, effective technical writing, appropriate visuals, and responsible digital publication.
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Glossary

Artificial Intelligence	Artificial intelligence (AI) is the theory and development of computer systems capable of performing tasks that historically required human intelligence, such as recognizing speech, making decisions, and identifying patterns.
Blogs	Online platforms where individuals or groups regularly publish informal, often personalized content on specific topics, such as personal experiences, opinions, news, or tutorials.
Copyreading	The process of reviewing and editing written content for accuracy, clarity, grammar, style, and consistency before it is published or distributed, often performed by professional editors or copyeditors.
Correspondence	Communication or exchange of letters, emails, messages, or other written or electronic means between individuals or organizations.
Critical Thinking	Critical thinking is the analysis of available facts, evidence, observations, and arguments to form a judgment by the application of rational, skeptical, and unbiased analyses and evaluations.
Disinformation	False information that is deliberately intended to mislead—intentionally misstating the facts and created to influence people.
Ethical Standards	Set of principles established by the founders of the organization to communicate its underlying moral values which also provides a framework that can be used as a reference for decision-making processes.
Framework	A system of rules, ideas, or beliefs that is used to plan or decide something
History	An academic discipline that uses a narrative to describe, examine, question, and analyze past events, and investigate their patterns of cause and effect.
Journalistic Report	Reports on the interaction of events, facts, ideas, and people that are the "news of the day" and that inform society to at least some degree of accuracy.
Law	A rule, usually made by a government, that is used to order how a society behaves

Misinformation	Incorrect or misleading information; refers to the information's quality, whether inaccurate, incomplete, or false.
Practices	The actual application or use of an idea, belief, or method, as opposed to theories relating to it
Press Freedom	The fundamental principle that communication and expression through various media, including printed and electronic media, especially published materials, should be considered a right to be exercised freely.
Press Conferences	A press meet, press briefing, or news conference, is a public relations event or public forum for organizations or individuals to keep the media informed of the latest happenings to generate timely and relevant news.
Principles	The comprehensive and fundamental law, doctrine, or assumption
Privacy	The ability of an individual or group to seclude themselves or information about themselves, and thereby express themselves selectively.
Storytelling	The interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination.

Mass, New Media, and Digital Journalism

Grade Level: 12
No. of Hours: 4 hours per week

Program Standard The learner demonstrates intensive understanding of the ethical standards, principles, and practices in journalism; applies techniques in writing various kinds of correspondence, both in print and online, and produces media communications across various platforms all within the various contexts of social journalism.

Subject Description This integrated course develops learners' understanding of mass communication, new media, mobile journalism, online publication, broadcast production, and documentary journalism in historical, cultural, ethical, technological, and community contexts. Learners examine how mass media and digital platforms shape individuals, cultures, societies, and public life while developing the media literacy skills needed to evaluate information, combat misinformation and disinformation, verify social media content, and engage responsibly with user-generated content. The course also trains learners to plan, create, curate, publish, and assess multimedia journalistic content across online, mobile, broadcast, and documentary platforms. By the end of the course, learners produce ethical, accurate, audience-centered, multimedia-rich journalistic outputs that respond to individual, school, community, societal, national, and global needs.

Subject Standard The learner demonstrates understanding of mass media, new media, digital journalism, mobile journalism, online publication, broadcast production, documentary film, media literacy, social media verification, and journalism ethics; and applies this understanding to produce accurate, ethical, engaging, and socially responsive multimedia journalistic outputs across digital, mobile, broadcast, and online platforms.

Term 1 - Media Literacy, Verification, and Ethical Online Publication Foundations

Content Standard	The learner demonstrates understanding of the nature and functions of mass media and new media, the relationship between media and culture, the importance of media literacy, the impact of digital platforms on information flow, the spread of misinformation and disinformation, social media verification, and the ethical and legal foundations of online publication.
Performance Standard	The learner develops an ethical media literacy and verification campaign with an accompanying online publication plan that addresses a school or community information need, applies source and visual verification, observes legal and ethical standards, and promotes responsible media use.

Content	Learning Competencies The learner...
12. Understanding Mass Media and New Media	11. explains the meaning, nature, and importance of mass media and new media in contemporary society;
13. Media, Culture, Society, and Everyday Life	12. analyzes the relationship between media, culture, technology, and everyday life;
14. Importance of Media Literacy in School, Professional, and Community Life	13. discusses the importance of media literacy in classroom, professional, civic, and community contexts;
15. Current and Future Trends in Mass Communication and Media Information Literacy	14. explains current and future trends in mass communication, media information literacy, and digital journalism;
16. News Industry Transformation: Digital Technology, Social Platforms, and New Gatekeepers	15. evaluates different types of online publications and identifies characteristics that contribute to audience engagement, credibility, and effective multimedia integration;
17. Misinformation, Disinformation, and Information Disorder	16. critiques the role of digital technology, social media platforms, and new gatekeepers in enabling the rapid spread of misinformation and disinformation;
18. Social Media Verification: Assessing Sources, Visual Content, and User-Generated Content	17. distinguishes misinformation, disinformation, user-generated content, and verified journalistic information;
19. Introduction to Online Publication	18. assesses the credibility of online sources, visual content, social media posts, and user-generated content using verification strategies;
20. Legal and Ethical Considerations in Digital Journalism	19. applies ethical and legal standards in online content creation, including accuracy, transparency, attribution, privacy, fairness, and conflict resolution;

21. Content Planning, Target Audience, Objectives, and Editorial Calendars	20. develops a content plan or editorial calendar for an online publication based on target audience, objectives, platform, and community relevance; and 21. creates a media literacy or social media verification campaign advertisement that promotes responsible information sharing and ethical digital citizenship.
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Term 2 - Journalistic and Technical Writing Production, Editing, and Design

Content Standard	The learner demonstrates understanding of mobile journalism, content creation and curation, platform publishing, multimedia integration, design principles, MoJo tools and applications, visual and audio production elements, scriptwriting, and ethical practices in digital and mobile journalism.
Performance Standard	The learner produces and publishes a multimedia-rich mobile journalism package or online publication output using appropriate tools, scripts, visuals, audio elements, verified sources, ethical practices, design principles, and audience engagement strategies.

Content	Learning Competencies The learner...
12. Nature and Features of Mobile Journalism 13. Tools and Applications for Shooting, Editing, and Distributing Mobile Journalism Content 14. Process and Ethics in Mobile Journalism 15. Content Creation and Curation for Online Publications 16. Story Sequencing and Storyboarding 17. Key Visual Elements of MoJo: B-rolls, Spiels, Chargen, Text Graphics, Motion Graphics, Closing Billboards, and Social Media Calls to Action	11. defines mobile journalism and explains its role in contemporary digital news production; 12. identifies tools, devices, applications, and online platforms used for shooting, editing, publishing, and distributing mobile journalism content; 13. assesses ethical issues in mobile and online journalism, including privacy, consent, manipulation of visuals, accuracy, attribution, and responsible representation of subjects; 14. applies content creation and curation methods to find, select, organize, attribute, and present relevant information while maintaining editorial standards; 15. drafts story sequences, storyboards, and production plans for mobile journalism outputs; 16. creates MoJo visual elements such as B-rolls, spiels, chargen, text graphics, motion graphics, closing billboards, and social media calls to action; 17. prepares MoJo audio elements such as natural sound-on-tape, voice-over, stingers, and background sound effects;

<p>18. Key Audio Elements of MoJo: Natural Sound-on-Tape, Voice-over, Stingers, and Background Sound Effects</p> <p>19. MoJo Scriptwriting: Advocacy, Human Interest, Public Service, Reportage, and News Analysis</p> <p>20. Online Platform Functionalities and Features</p> <p>21. Design Principles: Layout, Typography, Color Scheme, Branding, Readability, and Visual Appeal</p> <p>22. Publishing Content Across Formats: Articles, Videos, Infographics, Social Media Posts, and Multimedia Packages</p>	<p>18. writes MoJo scripts for advocacy, human-interest, public-service, reportage, and news-analysis stories;</p> <p>19. applies design principles such as layout, typography, branding, and visual hierarchy to improve the effectiveness of online publications;</p> <p>20. publishes relevant content across digital formats such as articles, videos, infographics, and multimedia posts;</p> <p>21. integrates visuals, audio, scripts, verified information, and ethical practices into a coherent MoJo or online publication output; and</p> <p>22. evaluates the effectiveness of a digital or mobile journalism output based on clarity, accuracy, audience engagement, platform suitability, ethical soundness, and community relevance.</p>
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Term 3 - Digital, Data, and Public-Interest Journalism

<p>Content Standard</p>	<p>The learner demonstrates understanding of broadcast production, radio and television fundamentals, documentary film history and characteristics, documentary genres and elements, Philippine documentary practice, production stages, ethical social-issue reporting, audience engagement, and the use of digital platforms for public-interest journalism.</p>
<p>Performance Standard</p>	<p>The learner conducts a public-interest journalism project by gathering and evaluating information from multiple sources, engaging with community concerns, using appropriate digital or multimedia tools, observing legal and ethical standards, and producing a comprehensive journalistic report or media presentation on a significant social issue.</p>

<p>Content</p>	<p>Learning Competencies The learner...</p>
<p>13. History and Foundations of Broadcast Production</p> <p>14. Fundamentals of Radio and Television Broadcasting</p>	<p>11. describes the fundamentals of radio and television broadcasting and their relationship to digital journalism;</p> <p>12. discusses the history, characteristics, and role of documentary film in the Philippine media landscape;</p>



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<p>15. Documentary Film in the Philippine Setting</p> <p>16. Philippine Television Documentary: Traditional Focus, Emerging Trends, Narrative Style, Production Quality, Audience Engagement, and Ethical Considerations</p> <p>17. Documentary Film Elements</p> <p>18. Documentary Genres: Observational, Participatory, Expository, Poetic, Reflexive, Performative, and Hybrid Documentary</p> <p>19. Documentary Film Production Stages: Pre-production, Production, and Post-production</p> <p>20. Social-Issue and Public-Interest Journalism</p> <p>21. Research, Interviewing, Field Production, and Ethical Treatment of Subjects</p> <p>22. Editing, Presentation, Publication, and Online Distribution</p> <p>23. Audience Engagement and Impact Assessment</p>	<p>13. compares and contrasts documentary films in Philippine television in terms of traditional focus, emerging trends, narrative style, production quality, audience engagement, and ethical considerations;</p> <p>14. explains the major elements of documentary film, including subject, story, evidence, point of view, visuals, sound, structure, and ethical framing;</p> <p>15. differentiates documentary genres such as observational, participatory, expository, poetic, reflexive, performative, and hybrid documentary;</p> <p>16. selects an appropriate documentary or broadcast format for a chosen school, community, societal, national, or global issue;</p> <p>17. develops a documentary or broadcast production plan that includes topic rationale, target audience, research questions, sources, storyboard, interview guide, ethical safeguards, and production schedule;</p> <p>18. gathers information through interviews, observation, field recording, documents, digital sources, and community voices while observing accuracy, fairness, consent, privacy, and safety;</p> <p>19. produces broadcast or documentary content using appropriate visuals, audio, narration, interviews, transitions, captions, graphics, and editing techniques;</p> <p>20. presents or publishes the documentary or broadcast journalism package through an appropriate online, school, or community platform;</p> <p>21. evaluates the output based on journalistic accuracy, ethical standards, production quality, social relevance, audience engagement, and impact; and</p> <p>22. reflects on the effect of the production on the team, the story subjects, the intended audience, and the community.</p>
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Glossary

Terms	Definitions
B-rolls	are supporting videos and photos to visualize the report
BG SFX	<i>Background Sound Effects</i> refers to the audio bed played under a VO or SOT for added impact that also serves as a branding point for the report.
CBB	is an abbreviated form of closing billboard; it serves as the branding of the mojo output
Chargen	are graphics used for attributing talking heads (first name and last name followed by the source's designation)
Disinformation	It is information that is false, and the person who is disseminating it knows it is false. It is a deliberate, intentional lie, and points to people being actively disinformed by malicious actors. <i>Further insight into definitions can be observed in the study by Karlova and Fisher (2012).</i>
Human Interest	This kind of story usually focuses on an individual or a family or group that has a story to tell that's relevant to an issue of interest.
Mass Media	It refers to technological instruments—for example, newsprint, televisions, radios—through which mass communication takes place. <i>ebook. Turow-Media-Today (2009).</i>
Media	It pertains to the combination of physical objects used to communicate or mass communication through physical objects such as radio, television, computers, or film, etc. It also refers to any physical object used to communicate media messages. Media are a source of credible information in which contents are provided through an editorial process determined by journalistic values and therefore editorial accountability can be attributed to an organization or a legal person. <i>(UNESCO MIL Curriculum for Teachers)</i>
Media Advocacy	<i>Media advocacy</i> is the use of any form of media to help promote an organization's or a company's objectives or goals, which come from the group's vision and mission.

Media Literacy	Understanding and using mass media in either an assertive or non-assertive way, including an informed and critical understanding of media, what techniques they employ and their effects. Also, the ability to read, analyze, evaluate and produce communication in a variety of media forms, e.g. television, print, radio, computers etc. Another understanding of the term is the ability to decode, analyze, evaluate and produce communication in a variety of forms. (<i>UNESCO MIL Curriculum for Teachers</i>)
Misinformation	It is information that is false, but the person who is disseminating it believes that it is true. <i>Further insight into definitions can be observed in the study by Karlova and Fisher (2012).</i>
Mo-graph	is a <i>motion graphics</i> over video for data visualization and other visual effects
MoJo	is a clipped word of mobile journalism; a digital storytelling where the main device used for newsgathering and content creation is a smartphone
NatSOT	<i>Natural sound-on-tape</i> refers to the recorded ambient sounds from the location shoot.
New Gatekeepers	In general, gatekeepers are individuals who control access to or limit participation in a particular group, community, or culture. In the context of online communities, new gatekeepers refer to people behind the social media who controls the actions of individuals or groups who try to define what is and isn't acceptable within a particular community and determine who is and isn't allowed to participate. https://later.com/social-media-glossary/gatekeeping/
News Analysis	is an "in-depth interpretation or explanation of a news story through a close examination of the facts and their contextual significance or meaning." News analysis are most often written by journalists with experience or knowledge in a specific subject, qualifying them make observations based on the facts of a story.
New Media	It refers to any media — from newspaper articles and blogs to music and podcasts — that are delivered digitally. From a website or email to mobile phones and streaming apps, any internet-related form of communication falls under its umbrella. https://www.snhu.edu/

Public Service	The ideal of giving priority to the interests of the general public rather than commercial interests, often framed as giving the public what it <i>needs</i> rather than what it <i>wants</i> , offering a forum for disseminating information within the public sphere.
Reportage	The retelling of newsworthy events to those who did not witness them first-hand.
Social Media	It refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks. The Office of Communications and Marketing manages the main Facebook, X/Twitter, Instagram, LinkedIn, and YouTube accounts. Communications.tufts.edu/marketing-and-branding/social-media-overview/
Social Media CTA	is a static or animated visuals bearing the socmed platforms where the report will be posted and shared
SOT	<i>Sound-on-tape or soundbyte</i> refers to the recorded statements of sources interviewed for the report.
Spiels	is an on-cam narration of the reporter used for added context or demonstration
Stingers	are sound effects used as audio transitions and bumpers
Text GFX	<i>Text graphics</i> is a static or an animated texts over video such as key words and captions.
User Generated Content (UGC)	(also known as UGC or consumer-generated content) is original, brand-specific content created by social media users and published on social media or other channels. https://blog.hootsuite.com/user-generated-content-ugc/
VO	<i>Voice Over</i> pertains to the recorded narration of the reporter that usually accompanies a montage of B-rolls.