






**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Civic Journalism				
Module Code	UACAKA-30-1	Level	1	Version	1.1
Owning Faculty	ACE	Field	CMS		
Contributes towards	BA (Hons) Journalism BA (Hons) Journalism and Public Relations				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites	None	
Excluded Combinations			Module Entry requirements	N/A	
Valid From	Sept 2013		Valid to	Sept 2019	

<b>CAP Approval Date</b>	19 June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will:</p> <ol style="list-style-type: none"> <li>1. Understand appropriate interviewing and research skills to prepare feature articles (Component A1).</li> <li>2. Deconstruct and reproduce professional feature writing style (Component A1)</li> <li>3. Understand the significance of layout and illustration in communicating feature stories to varied audiences; (Component A1)</li> <li>4. Have acquired intermediate skills in the use of relevant journalistic production software. (Component A1).</li> <li>5. Understand the basics of UK media law and regulation and the structure of British central and local government. (Component A2)</li> <li>6. Display an understanding of professional conduct (Component A3)</li> </ol>
Syllabus Outline	<p>Students will gain an understanding of different journalistic writing skills as well as how to put them to use looking at the social, political and sectors within Bristol. They will be introduced to key areas such as media law and regulation as well as the civic institutions of which journalism is both participant and watchdog. Among the production skills which will be covered through practical exercises will be web-based research, feature writing, illustrating articles, interviewing skills and content management systems.</p>
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> <li>• Students can expect a total of <b>72</b> hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, lectures, seminars, technical instruction and workshops and pre-arranged one-to-one tutorials.</li> <li>• Contact time may also take a synchronous virtual form rather than face-to-</li> </ul>

	<p>face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means.</p> <ul style="list-style-type: none"> <li>Total 6 hours week or 72 across the module</li> </ul>																																	
Teaching and Learning Methods	<p><b>Scheduled learning</b></p> <ul style="list-style-type: none"> <li>Students will be required to attend lecturers as well as seminar/workshops each week and additional craft skills and technical sessions.</li> <li>Practical sessions will build on lectures</li> </ul> <p><b>Independent learning</b></p> <ul style="list-style-type: none"> <li>Students will be required to travel within Bristol for newsgathering purposes.</li> <li>Students will need to spend time reading, viewing and listening to broadcast news output.</li> <li>Students will be required to use the multimedia labs in their own time for production purposes</li> <li>Students will be required to spend time reading set texts</li> <li>This will total 228 hours across the module</li> </ul>																																	
Key Information Sets Information	<table border="1" data-bbox="480 703 1394 1095"> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">30</td> <td></td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> <td></td> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> <td style="text-align: center;"></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="424 1536 1115 1765"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td style="text-align: center;">25%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td style="text-align: center;">65%</td> </tr> <tr> <td>Attendance</td> <td></td> <td style="text-align: center;">10%</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	<i>Number of credits for this module</i>				30		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300		Total assessment of the module:			Written exam assessment percentage		25%	Coursework assessment percentage		65%	Attendance		10%			100%
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Reading Strategy	<p><u>Essential reading</u> may be supplied as printed copies or made available electronically via Blackboard. Essential reading may include not just specific articles but set text books.</p> <p>In addition, students will be expected to undertake further reading and viewing from a list of texts and resources chosen especially to support the module, listed in the Handbook and revised annually, or from topical items identified during the run of the module. These will help develop students understanding of the key topics and we will recommend they explore a selection in whole or in part. Most resources should be available in the campus library or electronically via the web but exceptionally they may</p>																																	

	<p>not be and this will be indicated in the Module Handbook.</p> <p>Formal opportunities for students to develop their library <u>access and information skills</u> will be provided within the induction period and via the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on <u>finding books and journals, evaluating information and referencing.</u></p>
Indicative Reading List	<p>Banks, D. and Hanna, M. (2012) <i>McNae's Essential Law for Journalists</i>. 21<sup>st</sup> ed. Oxford: Oxford University Press.</p> <p>Brooke, H. (2007) <i>Your Right to Know: a Citizen's Guide to the Freedom of Information Act</i>. 2<sup>nd</sup> ed. London: Pluto Press.</p> <p>Evans, H. (1997) <i>Pictures on a Page</i>. London: Pimlico.</p> <p>Fleming, C. Hemingway, E. Moore, G. and Welford, D. (2005) <i>An Introduction to Journalism</i>. London: Sage.</p> <p>Foster, J. (2008) <i>Effective Writing Skills for Public Relations</i>. 3<sup>rd</sup> ed. London: Kogan Page.</p> <p>Frost, C. (2010) <i>Reporting for Journalists</i>. 2<sup>nd</sup> ed. London: Routledge.</p> <p>Harcup, T. (2009) <i>Journalism: Principles and Practice</i>. 2<sup>nd</sup> ed. London: Sage.</p> <p>Hicks, W., Adams, S., Gilbert, H. and Holmes, T. (2008) <i>Writing for Journalists</i>. 2<sup>nd</sup> ed. London: Routledge.</p> <p>Hicks, W. (2007) <i>English for Journalists</i>. 3<sup>rd</sup> ed. London: Routledge.</p> <p>McNair, B. (2009) <i>News and Journalism in the UK</i>. 5th ed. London: Routledge.</p> <p>Morrison, J. (2011) <i>Essential Public Affairs for Journalists</i>. Oxford: University Press.</p> <p>Pape, S. and Featherstone, S. (2005) <i>Newspaper Journalism: a Practical Introduction</i>. London: Sage.</p> <p>Phillips, A. (2010) <i>Good Writing for Journalists</i>. London: Sage.</p>

Part 3: Assessment		
Assessment Strategy	<p>COMPONENT A1: Portfolio 65% Students will be required to produce a portfolio of journalistic output including a feature article laid out appropriately with illustrations in Adobe InDesign and a detailed workbook.</p> <p>COMPONENT A2: Exam 25% They will also be required to pass an examination about civil society structures, the court and criminal justice system, including a short essay relating to current media law and regulation.</p> <p>COMPONENT A3: Attendance 10%</p>	
	Assessment Criteria	Relating to Learning Outcomes
	1. Ability to produce a portfolio of work using	1, 2, 3, 4
		Source of Evidence
		Portfolio

	the appropriate creative, technical and editorial production skills		
	2. Understanding of, and ability to critique, the forms of relevant journalistic output	1,2,3,4	Portfolio
	3. An understanding of the history, purpose and effect of legal and regulatory constraints upon journalists	5	Portfolio, exam
	4. An understanding of the key civic institutions of which the journalist is both participant and watchdog	5	Portfolio, exam
	5. Demonstration of a professional code of practice	5, 6	Attendance record, exam

Identify final assessment component and element	Writing Portfolio and logbook A1	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Writing portfolio and workbook	65	
2. Examination (unseen, 1 ½ hrs)	25	
3. Attendance	10	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Writing Portfolio and logbook	70	
2. Examination (Unseen 2 hours)	30	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.

