

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Journalism Writing				
Module Code	UABAYG-15-M	Level	M	Version	1
Owning Faculty	ACE	Field	Broadcast and Journalism		
Contributes towards	MA Journalism				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	24 June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Understand different writing techniques employed in feature writing (Component A1, A2); 2. Demonstrate a proficiency in journalistic interviewing and research skills (Component A1, A2, A3); 3. Demonstrate that they understand the significance of layout and illustration (Component A1); 4. Have acquired the basic skills to use software relevant to journalistic production (Component A1); 5. Identify a topic suitable for journalistic investigation and produce an outline plan for the required research (Component A2, A3).
Syllabus Outline	<p>This module provides an introduction to journalistic research and writing techniques alongside an introduction to the practical application of media law (examined in more detail in Media Law and Ethics) and civics.</p> <p>Indicative core skills include:</p> <ul style="list-style-type: none"> • Feature writing • Note taking • Interviewing • The law and journalism <p>Approaches to research, interviewing and writing will be addressed through a mix of classroom, tutorials and private study.</p>

	<p>Students will be required to keep an online blog (news, feature or campaigning/editorial).</p> <p>Students will be required to keep a detailed log of their activities and demonstrate a constant critical engagement with their work and its practical, legal and ethical underpinnings. They will need to be able to articulate their approach to their cohort and tutor on a regular basis.</p> <p>Indicative technical skills include layout, photography and design.</p>
Contact Hours/Scheduled Hours	Total contact time will average 2 hours per week over 12 weeks and that will include instructor-led workshops. Total = 36 hours
Teaching and Learning Methods	<p>Scheduled learning</p> <ul style="list-style-type: none"> Students will be required to attend a weekly seminar/workshop. <p>Independent learning</p> <ul style="list-style-type: none"> In addition students are expected to work independently for at least 8 hours per week, including reading set texts and related research materials; desk research; field research in the Bristol area. Students will also be required to learn and use the technical equipment in their own time for production purposes, with appropriate supervision.
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 <u>further reading and viewing</u> 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 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 finding books and journals, evaluating information and referencing.</p>
Indicative Reading List	<p>Banks, D. and Hanna, M. (2012) <i>McNae's Essential Law for Journalists</i>. 21st ed. Oxford: Oxford University Press.</p> <p>Frost, C. (2010) <i>Reporting for Journalists</i>. 2nd ed. London: Routledge.</p> <p>Harcup, T. (2009) <i>Journalism: Principles and Practice</i>. London: Sage.</p> <p>Hicks, W., Adams, S., Gilbert, H., Holmes, T. (2008) <i>Writing for Journalists</i>. 2nd ed. London: Routledge.</p> <p>Hicks, W. (2007) <i>English for Journalists</i>. London: Routledge.</p> <p>Jones, J. and Salter, L. (2012) <i>Digital Journalism</i>. London: Sage.</p> <p>Keeble, R. L. and Mair, J. (2012) <i>The Phone Hacking Scandal: Journalism on Trial</i>. Bury St Edmonds: Arima.</p> <p>Lee-Wright, P., Phillips, A. and Witschge, T. (2012) <i>Changing Journalism</i>. London: Routledge.</p> <p>Morrison, J. (2011) <i>Essential Public Affairs for Journalists</i>. Oxford: Oxford University</p>

	<p>Press.</p> <p>Phillips, A. (2007) <i>Good Writing for Journalists</i>. London: Sage.</p> <p>Wahl-Jorgensen, K. and Hanitzsch, T. (2009) <i>The Handbook of Journalism Studies</i>. London: Routledge.</p> <p>Websites include: www.holdthefrontpage.co.uk; www.journalism.co.uk; www.mediawise.org.uk; www.cpbj.org.uk; www.mediastandardtrust.org; www.nuj.org; www.ofcom.org.uk</p>
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Part 3: Assessment																	
Assessment Strategy	<p>COMPONENT A1: PORTFOLIO: 60% A portfolio of their own journalistic output containing a profile based on face to face interview, a feature article and news stories. All laid out appropriately with illustrations.</p> <p>COMPONENT A2: ONLINE BLOG: 20% A critical analysis of professional journalistic output</p> <p>COMPONENT A3: WORKBOOK: 20% A detailed record of their reading, research and sources</p> <table border="1"> <thead> <tr> <th>Assessment Criteria</th><th>Relating to Learning Outcomes</th><th>Source of Evidence</th></tr> </thead> <tbody> <tr> <td>1. Ability to build a portfolio of journalistic material to the appropriate standard using creative, technical and editorial production skills</td><td>1, 2, 3, 4</td><td>Portfolio, Workbook</td></tr> <tr> <td>2. Understanding of professional production practices</td><td>1, 2, 3, 4</td><td>Portfolio, Workbook, Online blog</td></tr> <tr> <td>3. An ability to understand and apply news gathering techniques.</td><td>2, 3, 5</td><td>Portfolio, Workbook, Online blog</td></tr> <tr> <td>4. An ability to critically engage with professional journalistic output</td><td>5</td><td>Online blog</td></tr> </tbody> </table>		Assessment Criteria	Relating to Learning Outcomes	Source of Evidence	1. Ability to build a portfolio of journalistic material to the appropriate standard using creative, technical and editorial production skills	1, 2, 3, 4	Portfolio, Workbook	2. Understanding of professional production practices	1, 2, 3, 4	Portfolio, Workbook, Online blog	3. An ability to understand and apply news gathering techniques.	2, 3, 5	Portfolio, Workbook, Online blog	4. An ability to critically engage with professional journalistic output	5	Online blog
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Identify final assessment component and element	A1	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio of news stories, profile and feature	60	
2. Online Blog	20	
3. Workbook	20	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. News stories, profile and feature (Print/Online versions)	60
2. Online Blog	20
3. Workbook	20
Component B Description of each element	Element weighting (as % of component)
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.	