CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Journalism Lab					
Module Code	UACAST-15-3		Level	3	Version	1.0
Owning Faculty	ACE		Field		Culture and Media Studies	
Contributes towards	BA (Hons) Journalism, BA (Hons) Media and Journalism, BA (Hons) Journalism and Public Relations					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project	
Pre-requisites	UACPRN-30-2 (Visual Journalism) or UACAJL-30-2 (Broadcast Journalism 1) or UACAYC-30-M (Multimedia Journalism 1)		Co- requisites	n/a		
Excluded Combinations	n/a		Module Entry requirements	n/a		
Valid From	September 2014		Valid to	September 2020		

CAP Approval Date	11/2/14

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Produce cutting-edge and/or innovative journalistic work (Component A); 2. Critically analyse ongoing changes to journalistic practice (Component A); 3. Understand critically, the context within which journalism operates and its impact on innovation (Component A); 4. Critically engage with the debates and issues involved in technological developments in terms of the possible impact on journalism practice and the role of journalisms in society (Component A).
Syllabus Outline	This module engages with cutting-edge, innovative and potentially exploratory journalistic practice. It aims to develop students' ability to produce innovative journalistic work and to understand the context of innovation in the relevant industries. Students will be encouraged to explore their development in the wider context of the industry by looking into contemporary developments in relation to innovation. Students will be introduced to new and emerging trends in journalistic practice. Through mini-lectures, in-class discussion and independent study, students will

	develop a critical understanding of how various factors (e.g., technology, policy, regulation, ethics, economics, culture) influence journalistic practice and shape innovation. As the cutting-edge of journalism shifts with changing technology, this module will encourage students to explore and adapt to technological changes within a journalistic setting. An indicative list of potential topics that could be covered at the time of writing, includes: mobile technology, social media, data visualisation, collaborative storytelling, second screen content, rights management.
Contact Hours	The scheduled contact hours will be 12 half days or approximately 36 hours encompassing all teaching activity outlined below.

Teaching and Learning Methods	**Scheduled learning** includes mini-lecture, seminar discussion as well as technical demonstration, instruction and supervised time spent on exercises and portfolio work.
	
	  • Students will be required to attend weekly sessions of 3 hours each across the semester. These sessions will be practice-orientated and may include seminar discussion on examples of feature writing and topics raised, practical exercises and supervised time to spend on portfolio work.
	
	Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion.
	
	  • Students will spend time exploring set and, where appropriate, further reading in relation to the topics explored in the session.
	
	  • Students will compile a research report.
	
	  • In addition to the supervised portfolio work, students will be required to produce entries for their portfolio outside of scheduled time.

Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module			15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		100%
Practical exam assessment percentage		0%
		100%

Reading Strategy

Essential reading: any essential reading will be indicated clearly along with the method for accessing it. Essential reading may be supplied as printed copies or made available electronically via Blackboard if this can be done in line with relevant copyright legislation and UWE policy. Essential reading may include not just specific articles but set text books.

Further reading: in addition, students will expected to undertake further reading and viewing from a list of texts and resources. These will be chosen especially to support the module or from topical items identified during the run of the module as well as through their own research. These will help develop students' understanding of the key topics.

Access and skills: students will be directed to develop their library access and information skills and encouraged to draw on the support available through the Library Services, including interactive tutorials on finding books and journals, evaluating information and referencing.

Indicative Reading List

The following list is offered to provide the validation panels with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings and viewing will be constantly updated and made available to students via other more up to date sources.

Christensen, C.M., Skok, D. and Allworth, J. (2012) Breaking News. (cover story). *Nieman Reports* [online]. 66 (3), pp.6-20.

Lester, P.M. (2013) *Digital Innovations for Mass Communications: Engaging the User*. Abingdon and New York: Routledge.

Markham, T. (2012) The politics of journalistic creativity. *Journalism Practice* [online]. 6 (2), pp.187-200.

Robinson, K. (2001) Mind the gap: The creative conundrum. *Critical Quarterly* [online]. 43 (1), pp.41-45.

Spyridou, L., Matsiola, M., Veglis, A., Kalliris, G. and Dimoulas, C. (2013) Journalism in a state of flux: Journalists as agents of technology innovation and emerging news practices. *International Communication Gazette* [online]. 75 (1), pp.76-98.

Towse, R. (2010) Creativity, Copyright and the Creative Industries Paradigm. *Kyklos* [online]. 63 (3), pp.461-478.

Westlund, O. (2008) From Mobile Phone to Mobile Device: News Consumption on the Go. *Canadian Journal of Communication* [online]. 33 (3), pp.443-463.

Part 3: Assessment

Assessment Strategy	The summative assessment is as follows:

Component A, 1: Portfolio 65%

Students are required to submit a portfolio of work which will include the outcomes of set tasks through the module. These will be designed to enable students to develop and demonstrate, for the purposes of assessment, their acquisition of skills, knowledge, understanding and experience that will enable them to meet the learning outcomes for the module.

Examples of specific tasks to be included in the portfolio will be clearly defined in the Module Handbook. The portfolio may include:

- A range of innovative journalistic work
- A 500 word critical appraisal
- A research report

These elements will enable students to develop and demonstrate for the purposes of assessment their acquisition of the skills, knowledge, understandings and experiences that will enable them to meet the learning outcomes for the module.

All assessment judgements refer back to the learning outcomes for the module.

Assessment Criteria	Relating to Learning Outcomes
1. Apply relevant skills to produce work(s) of journalistic significance in accordance with the brief	1
2. Apply relevant skills to produce work(s) of an appropriate level of technical quality in accordance with the brief.	1
3. Demonstrate the ability to present, critically analyse and evaluate a range of coherent relevant ideas, perspectives, theories and practices.	1,2,3,4
4. Demonstrate an ability to reference appropriate literature and utilise it in the development of analysis and discussion of ideas.	2, 3, 4
5. Demonstrate an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc.) influencing the area of study.	2,3
6. Demonstrate an ability to plan for and execute a small-scale enquiry in a systematic manner.	2,3

	7. Apply appropriate language, as well as correct grammar and spelling and conforms to format and style requirements.	1,2,3,4	

Identify final assessment component and element			
		A:	**B**:
% weighting between components A and B (Standard modules only)			

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio of journalistic work and 500-word critical appraisal	65%
2. Research report (1500 words)	35%
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. Portfolio of journalistic work and 500-word critical appraisal	65%
2. Research report (1500 words)	35%
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.	