

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to Journalism and Public Communication				
Module Code	UABN6A-30-1	Level	1	Version	1.0
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE	Field	Broadcast Journalism		
Department	Film and Journalism	Module Type	Standard		
Contributes towards	BA (Hons) Journalism BA (Hons) Journalism and Public Relations BA (Hons) English and Journalism BA (Hons) Media and Journalism				
Pre-requisites	None	Co- requisites	n/a		
Excluded Combinations	n/a	Module Entry requirements	n/a		
First CAP Approval Date	04/02/16	Valid from	September 2016		
Revision CAP Approval Date	n/a	Revised with effect from	n/a		

<b>Review Date</b>	February 2022
--------------------	---------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will have:</p> <ol style="list-style-type: none"> <li>1. An understanding of the historical development of journalism and current debates about its role in modern society (Component A2, B1);</li> <li>2. A comprehension of how a range of social actors and issues are portrayed within journalistic forms (Component A2, B1);</li> <li>3. Knowledge of the codes and conventions which underpin these representations and the relationship with news production (Component A2, B1);</li> <li>4. Understand the basics of UK media law and regulation, and the structure of British central and local government (Component A2, B1)</li> <li>5. A understanding of the requirements of critical reading, academic writing, referencing and engagement (Component B1)</li> <li>6. Develop good practice in learning skills and a professional attitude in the workplace (Component A1)</li> </ol>

Syllabus Outline	<p>Introduction to Journalism and Public Communication is an academic module that explores the role and significance of journalism within society. It aims to conceptualise how journalism has influenced society and the ways in which society has influenced the news media. It will use both historical and theoretical perspectives to unpack the social and civic functions of journalism. The first part of the module examines the historical development of the news media (press, radio, television and digital media). The second part looks at the democratic and civil institutions upon which journalism reports. The third and final section looks at some of the critiques of the normative roles of journalism in society and questions how well it performs these roles. Students will develop their critical academic skills during this module.</p>																				
Contact Hours	<p>Contact hours on the module will be scheduled in line with current UWE policy on contact hour requirements. Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means</p>																				
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars, tutorials, practical academic skills classes and workshops; supervised time in workshop.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																				
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="459 1256 1369 1648"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </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> </tr> </tbody> </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>	<b>Key Information Set - Module data</b>					<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
<b>Key Information Set - Module data</b>																					
<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																	

	<table border="1" data-bbox="571 150 1264 387"> <tr> <td colspan="4">Total assessment of the module:</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Attendance</td> <td></td> <td></td> <td></td> <td>10%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td></td> <td>90%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:										Attendance				10%	Coursework assessment percentage				90%										100%
Total assessment of the module:																															
Attendance				10%																											
Coursework assessment percentage				90%																											
				100%																											
Reading Strategy	<p>Core reading: Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further reading: All students are encouraged to read widely using the library search, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and skills: Students are expected to be able to identify and retrieve appropriate reading. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>																														
Indicative Reading List	<p>Allan, S. (2010) <i>News Culture</i>. 3rd ed. Buckingham: Open University Press.  Allan, S. (ed) (2005) <i>Journalism: Critical Issues</i>. Maidenhead: Open University Press.  Allan, S. (ed) (2013) <i>The Routledge Companion to News and Journalism</i>. Abingdon: Routledge.  Bell, A. and Garrett, P. (1998) <i>Approaches to Media Discourse</i>. Blackwell: Oxford.  Bromley, M. and O'Malley, T. (1997) <i>A Journalism Reader</i>. London: Routledge.  Carah, N. &amp; Louw, E. (2015) <i>Media and Society: Production, Content &amp; Participation</i>. London: Sage  Calcutt, A. (2011) <i>Journalism Studies: a Critical Introduction</i>. London: Routledge.  Conboy, M. (2010) <i>Journalism in Britain: a Historical Introduction</i>. London: Sage.  Curran, J. and Seaton, J. (2010) <i>Power Without Responsibility: the Press and Broadcasting in Britain</i>. 7th ed. London: Routledge.  Hall, S. (1997) (ed.) <i>Representation: Cultural Representations and Signifying Practices</i>. London: Sage.  Hanna, M. &amp; Dodd, M. (2014) <i>McNae's Essential Law for Journalists</i>, 22<sup>nd</sup> edition. Oxford: Oxford University Press.  Harrison, J. (2006) <i>News</i>. Oxford: Routledge.  McNair, B. (2009) <i>News and Journalism in the UK</i>. 5th ed. London: Routledge.  McNair, B. (2000) <i>Journalism and Democracy</i>. London: Routledge.  Morrison, J. (2015) <i>Essential Public Affairs for Journalists</i> 4<sup>th</sup> edition. Oxford: Oxford University Press.  Schudson, M. (2003) <i>The Sociology of News</i>. New York: W.W. Norton.  Street, J. (2001) <i>Mass Media, Politics and Democracy</i>. London: Palgrave.  Tumber, H. (ed.) (1999) <i>News: a Reader</i>. Oxford: University Press.  Zelizer, B. (2004) <i>Taking Journalism Seriously</i>. London: Sage.</p>																														

### Part 3: Assessment

Assessment Strategy	<p><b>Strategy:</b>            The assessment strategy develops students' understanding of and critical engagement with current debates concerning the role of journalism and public communication in society. It also develops academic skills and library skills the student will need to utilise and build upon in the following years. There is an incremental approach building up the complexity of the assessment tasks throughout the year in order that students have a shorter feedback loop and can consolidate skills.</p> <p>The first task will be a short academic history essay in the first semester. This will allow for feedback on issues of academic reading, writing and referencing so that students can begin to work on those areas for the second task. The second will be during semester 2 and takes the form of a critical appraisal of an academic article relevant to the module content, with a presentation of findings to the seminar group. This will help with critical thinking, academic writing and presentation skills. The third task at the end of the module will be a longer academic essay dealing with the critical content of the module. There will also be an attendance mark which forms part of the final assessment mark.</p> <p>To reinforce the library skills, a test delivered online will be taken during the module.</p> <p><b>The Assessment:</b>  <b>Component A:</b>            Element 1 – Attendance (Learning outcome 5)            Element 3 – Critical appraisal – a presentation in class of approx. 10mins – followed by a written submission of 500 words. (Learning outcomes 1, 2, 3, 4, 5)  <b>Component B:</b>            Element 1 may include:            An historical essay – maximum word count 800 (Learning outcomes 1, 2, 3 &amp; 5).            Academic essay – maximum word count of 1,500. (Learning outcomes 1,2, 3, 4, 5)            Online library skills and research test (Learning outcome 5)</p>
---------------------	---

Identify final assessment component and element	<b>Component B2</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>35%</b>	<b>65%</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b>	<b>Element weighting</b>	
<b>Description of each element</b>	<b>(as % of component)</b>	
1. Attendance	(10%)	
2. Poster presentation	(90%)	
<b>Component B</b>	<b>Element weighting</b>	
<b>Description of each element</b>	<b>(as % of component)</b>	
1. Academic skills portfolio	(100%)	
2.		

<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. Critical appraisal essay under exam conditions	40%
2. Essay under exam conditions	60%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1.	
2.(etc)	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	