



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Journalism Innovations				
Module Code	UABN6B-30-3	Level	3	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) Media and Journalism BA (Hons) Journalism and Public Relations BA (Hons) English and Journalism Taylor's Dual Award				
Pre-requisites	None	Co- requisites	None		
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
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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"> <li>1) Critically engage with debates and issues around journalism and understand the complex relations between the changing technical and cultural developments in journalistic practice. (Assessed through Component B)</li> <li>2) Analyse ongoing changes in journalism and the role of technologic al developments in creating novel forms of practice (Assessed through Component A)</li> <li>3) Consider future methods and new forms of technology and understand how they can adapt them for their practice as journalists and design applications and programme ideas to take advantage of them. (Assessed through Component A and B)</li> <li>4) Recognise the changing employment prospects for media professionals entering the industry (not directly assessed)</li> </ol>
Syllabus Outline	<p>This module brings together the theoretical and practical aspects of the major changes affecting modern journalistic practice.</p> <p>It will allow students to examine how technology has radically changed the way we</p>

	<p>receive and interact with news and current affairs and identifies what constitutes good journalism in a global digital news culture.</p> <p>It will also allow students to examine cutting-edge, innovative and exploratory new tools and techniques and encourage them to develop their own thoughts on how these will affect future journalistic practice.</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, practical 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="459 891 1369 1279"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>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>300</td> <td>72</td> <td>228</td> <td>0</td> <td>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> <table border="1" data-bbox="571 1682 1262 1912"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				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	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<p><b>Core reading:</b> Any core reading will be indicated clearly, along with the method for accessing it, eg 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><b>Further reading:</b> 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><b>Access and skills:</b> 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>
<p>Indicative Reading List</p>	<p><b>Indicative reading list:</b></p> <p>The following list is offered to provide validation panels/accrediting bodies 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. Current advice on additional reading will be available via the module handbook or Blackboard pages.</p> <p>Calcutt, A., Hammond, P. (2011) <i>Journalism Studies: a Critical Introduction</i>. London: Routledge.</p> <p>Christensen, C.M., Skok, D. and Allworth, J. (2012) <i>Breaking News</i>. (cover story). <i>Nieman Reports</i> [online]. 66 (3), pp.6-20.</p> <p>Currah, A. (2009) <i>What's Happening to Our News?</i> Oxford: Reuters Institute for the Study of Journalism.</p> <p>Curran, J. and Park, M-J. (2000) <i>De-Westernizing Media Studies</i>. London: Routledge.</p> <p>Fenton, N. (ed.) (2010) <i>New Media, Old News: Journalism and Democracy in the Digital Age</i>. London: Sage.</p> <p>Jones, J. and Salter, L. (2012) <i>Digital Journalism</i>. London: Sage.</p> <p>Lester, P.M. (2013) <i>Digital Innovations for Mass Communications: Engaging the User</i>. Abingdon and New York: Routledge.</p> <p>Markham, T. (2012) The politics of journalistic creativity. <i>Journalism Practice</i> [online]. 6 (2), pp.187-200.</p> <p>Robinson, K. (2001) Mind the gap: The creative conundrum. <i>Critical Quarterly</i> [online]. 43 (1), pp.41-45.</p> <p>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. <i>International Communication Gazette</i> [online]. 75 (1), pp.76-98.</p> <p>Westbrook, A. (2010) <i>Next Generation Journalist</i>. London: Adam Westbrook.</p>

### Part 3: Assessment

Assessment Strategy	<p><b>Strategy:</b></p> <p>The assessment strategy prepares students for the in-depth and independent production and critical reflection on digital media required at level 3. It also provides students with the opportunity to explore their strength and preferences in these areas and facilitates their making of informed decisions about their focus at level 3.</p> <p>The will include two key elements:</p> <p><b>Component A: Portfolio</b></p> <ul style="list-style-type: none"> <li>• The portfolio of work will include the outcomes of set tasks throughout the module designed to test students' understanding of new developments which will affect the profession of journalism.</li> <li>• A written proposal for a project making use of the latest forms of technology</li> <li>• A 10 minute in-class presentation outlining the details of their project. This will provide them with an opportunity to pitch their ideas for their project.</li> </ul> <p><b>Component B</b></p> <p>A research-based essay in which they will critically engage with current debates around journalism illustrating their understanding of the relationship between new media, journalism and society. Students will be expected to provide their own practical research in support of this essay.</p> <p><b>The Assessment:</b></p> <p>The specification of assessment element A, Portfolio will be reviewed regularly to take technological developments into account. Substantive amounts of portfolio work will be reviewed in class.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b> <b>70</b>	<b>B:</b> <b>30</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. Portfolio (including presentation)	100%	
<b>Component B</b>		
<b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Essay (2,000 words)	100%	

<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. Presentation	30%
2. Portfolio & Research proposal	70%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Essay	100%
<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>	