

MODULE SPECIFICATION PROFORMA

Module Title:	Essential Journalism	Level:	5	Credit Value:	20
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Module code:	HUM555	Is this a new module?	Yes	Code of module being replaced:	
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Cost Centre(s):	GAJM	JACS3 code:	P500
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With effect from:	September 17
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School:	Creative Arts	Module Leader:	Janet Jones/Jon Simcock
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Scheduled learning and teaching hours	80 hrs
Guided independent study	120 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Journalism	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval: April 17

Date of revision: *Enter date of approval*

Version: 1

Have any derogations received LTQC approval?

Yes No N/A

Module Aims

To provide students with the news gathering, researching, interviewing and writing skills necessary for employment in a multi-platform newsroom or to operate as a versatile freelance journalist.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Use applied research techniques and appropriate interview skills to identify, source and select important, relevant and newsworthy facts from written and verbal sources.	KS1	KS3
		KS4	KS5
		KS6	KS9
2	Produce news stories and features with appropriate intros, content and quotes to attract and interest the audience on various platforms suitable for a converged newsroom. The reports must be legally safe and adhere to industry codes of practice and/or guidelines.	KS1	KS3
		KS4	KS5
		KS6	KS9
3	Use techniques, tools and software including social media, reader polls, message boards, forums, reader comments to develop stories and a dialogue with readers, viewers and listeners.	KS1	KS3
		KS4	KS5
		KS6	
4	Identify appropriate picture, online video opportunities and other digital publication ideas.	KS1	KS3
		KS4	KS6
5	Produce material to a specified length within deadline	KS1	KS3
		KS4	KS5

6	Operate in a professional, legal and ethical manner.	KS5	KS8
Transferable skills and other attributes			
<ul style="list-style-type: none"> • Ability to collaborate and plan as a team member • Communication skills • Self-directed learning skills • Contribute proactively to group learning 			

Derogations

None

Assessment:

NCTJ Essential Journalism examination which is set and marked by the NCTJ and delivered at the university. It is a 2-hour online exam testing writing skills, use of English, knowledge and application of social media, analytics and ethical knowledge and understanding. Questions cover the NCTJ Essential Journalism programme of study.

A portfolio of published work including a critical reflection on each element.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-6	Examination	50	2 hrs	2,000
2	1-6	Portfolio	50		2,000

Learning and Teaching Strategies:

- Formal lectures covering key knowledge as outlined in the learning outcomes.
- Talks by outside experts in editorial, advertising, circulation and new media.
- Practical writing and reporting workshops where students will identify, assess, research and produce their own news reports.
- Tutorials to guide students through their progress in compiling their portfolios.

Syllabus outline:

Define news, how to recognise what constitutes news for a given audience, and how to identify reliable sources of news that will interest a given readership.

Build contacts in the real world and source, identify and research real news through a programme of regular reporting work.

Consider legal, regulatory and ethical issues when starting on the newsgathering process.

Research effectively online recognising the use (and abuse) of the internet and the dangers of over-reliance on internet sources, plagiarism, spotting unreliable sources, and the need to double-check information found online.

Conduct a structured interview in a classroom situation and in real-world situations.

Conduct effective interviews face-to-face, by phone and email and in a wide range of situations. This will include asking key questions to ensure they understand the full picture, gather effective quotes and get the quotes they need.

Write and create clear, vigorous, accurate and balanced news stories in a form that will attract and interest the reader, viewer or listener. They will study the language to use, the inverted triangle structure of writing news stories, and the importance of attention-grabbing introductions. This will include avoiding bias and the use of attribution,

Write and create material for the various platforms commonly in use throughout the UK.

Consider any legal, regulatory or ethical issues that potentially could arise from their article.

Report in a range of locations including press conferences, from courts and councils, tribunals and inquiries, and family and community events.

Write and create a range of features, including content from interviews, reviews and diary columns.

Understand the different ways people consume news on various platforms.

How to set up a dialogue with readers, listeners and viewers and the platforms and techniques to foster this interaction.

Ensure the accuracy of work, writing stories to fill templated spaces and to specified lengths, writing headlines, and engaging readers.

Bibliography:

Essential reading

Smith, J. (2007) *Essential Reporting*. London: Sage

Other indicative reading

Bradshaw, P. Morrish, J. (2012) *Magazine Editing in Print and Online*. Abingdon: Routledge

John Mair & Richard Lance Keeble (2011) *The Internet and Journalism Today*. Bury St Edmunds: Abramis

Davies, N. (2008) *Flat Earth News*. London: Vintage

Evans, H. (2011) *Good Times Bad Times*. London: Bedford Square Books

Ibbotson, T. Rudin, R. (2013) *An Introduction to Journalism*. Oxford: Focal Press

Evans, H. (2000) *Essential English for Journalists, Editors and Writers*. London: Pimlico

Websites:

Media Guardian daily news & weekly podcast www.guardian.co.uk/media

Press Gazette www.pressgazette.co.uk

news:rewired www.newsrewired.com

BBC College of Journalism www.bbc.co.uk/journalism

Radio 4 The Media show www.bbc.co.uk/programmes/b00dv9hq

Hold the Front Page www.holdthefrontpage.co.uk

Journalism.co.uk <http://www.journalism.co.uk/>