1. **Title of the module**

JOUR3040 (JN304) Introduction to Reporting

1. **Division or partner institution which will be responsible for management of the module**

Law, Society and Social Justice: Centre for Journalism

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules and/or module restrictions**

Co-requisite: JOUR3050 (JN305) Essentials of Reporting

This module is a pre-requisite for:

JOUR5190 (JN519) Introduction to Feature Writing

JOUR5180 (JN518) Essentials of Feature Writing

1. **The programmes of study to which the module contributes**

BA Joint Honours One Other Subject and Journalism – compulsory module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Understand the basic processes, principles and skills involved in writing for publication in print and online.
   2. Understand what a news story is and why different news providers treat them in different ways.
   3. Apply news reporting skills within editorial deadlines and word limits.
   4. Acquire an understanding of the news agenda by reading, watching and listening widely within the genre of news in recent and contemporary newspaper reports, television and radio broadcasts, and online reports.
   5. Understand how to apply different research and writing techniques and how to evaluate their applicability
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently.
   2. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline.
   3. Consider and evaluate their own work and the work of others with reference to professional standards.
   4. Work productively in a group or team showing abilities to contribute and to lead; collaborate with others in the pursuit of common goals.
   5. Use information technology to perform a range of tasks.
3. **A synopsis of the curriculum**

What is news? What sources are trustworthy? Writing news reports – who, what, when and why and the inverted pyramid. Distinguishing between comment, conjecture and fact. Understanding how news organisations are structured.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Harcup T (2015), Journalism Principles and Practice, Sage Publications, 3rd ed

Hicks W et al (2008), Writing for Journalists, Routledge

Marr A (2005), My Trade, Pan

Randall D (2021), The Universal Journalist, Pluto Books, 6th ed

Reeves I (2014), The Newspapers Handbook, 5th ed, Routledge

Smith J (2010), Essential Reporting, Sage Publications

1. **Contact hours**

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

Moodle quiz (narrative) (45 minutes) – 80% - **PASS COMPULSORY**

Seminar presentation – 20% - **PASS COMPULSORY**

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | X | X | X | X | X | X | X | X | X | X |
| Workshops | X | X | X |  | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Presentation | X | X |  | X | X | X | X | X | X | X |
| Moodle quiz | X | X | X |  | X | X | X | X |  | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module’s main focus is the job of a journalist in the United Kingdom and all assessments will be based on writing for English language publishers. However, there will be opportunities to discuss how journalism is produced in different ethical and legal contexts around the world. Students will be encouraged to engage with journalism produced all over the world and think about how to package news for local, domestic and international markets.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| EPA | Major | September 2021 | 13,14 | No |
|  |  |  |  |  |

Revised FSO Feb 2018