1. **Title of the module**

JOUR3050 (JN305) Essentials in 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)**

Spring

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

Prerequisite: JOUR3040 (JN304) Introduction to 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:**
2. Demonstrate a further understanding of the processes, principles and skills involved in writing for publication in print and online
3. Understand the ethical problems faced by journalists and how this relates to a wider debate about regulation and freedom of speech
4. Understand the concept of public interest and how it is applied by journalists
5. Understand the concepts of bias and spin and how journalists produce fair, balanced and objective news reports
6. Apply news reporting skills within editorial deadlines
7. Demonstrate a deeper understanding of the news agenda by reading, listening and watching widely in recent and contemporary newspapers, radio and TV broadcasts and online
8. Understand how to apply different research and writing techniques and how to evaluate their applicability
9. **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. Reflect upon the relevance of student’s own cultural commitment and positioning
	3. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
	4. Consider and evaluate their own work and the work of others with reference to professional standards
	5. Work productively in a group or team showing abilities to contribute and to lead; collaborate with others in the pursuit of common goals
	6. Use information technology to perform a range of tasks
10. **A synopsis of the curriculum**

Spin, PR and the news factory: How the news industry is being re-shaped, the spread of misinformation, and the importance of fact-checking. Introduction to journalism ethics and the code of practice. Objectivity, balance and bias. Understanding campaigns and committed journalism. Public interest v. interests of the public. The future of journalism: social media, citizen journalism, and the state of the industry.

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

Davies N (2009), Flat Earth News, Vintage

Frost C (2011), Journalism Ethics and Regulation, Routledge

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

Mair J (ed) (2013), After Leveson?, Abramis

Randall D (201), The Universal Journalist, Pluto Books, 6th ed

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

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 mins.) – 80% - **PASS COMPULSORY**

Seminar presentation (10 mins.) – 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 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X |  |  | X |  | X |  |  |
| Workshops | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Moodle quiz | X | X | X | X | X | X | X | X |  | X | X |  | X |
| Presentation | X | X | X | X |  | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The School/Division 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 | 8, 9, 11, 13, 14 | No |
|  |  |  |  |  |

Revised FSO Feb 2018