1. **Title of the module**

JOUR5180 (JN518) Essentials of Feature Writing

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

Centre for Journalism

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

Level 5

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**

Pre-requisites:

JOUR3040 (JN304) Introduction to Reporting

JOUR3050 (JN305) Essentials in Reporting

JOUR5190 (JN519) Introduction to Feature Writing

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

BA (Joint Honours) One Other Subject With Journalism

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate advanced reporting and writing skills to produce a range of news and features content for a defined audience
3. Develop a deeper understanding of feature content across a wide range of publications and the importance of knowing your audience
4. Critically explore the writing styles of notable contemporary feature writers, interviewers and reviewers
5. Understand how to develop valid feature ideas with reference to the current news agenda and a detailed understanding of news values
6. Understand the ethical and legal principles that underpin the use of opinion in journalism
7. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
8. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently
9. Engage critically with information from primary and secondary sources
10. Reflect upon the relevance of the student’s own cultural commitment and positioning
11. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
12. Consider and evaluate their own work and the work of others with reference to professional standards
13. Use information technology to perform a range of tasks
14. **A synopsis of the curriculum**

Develop a deeper understanding of how feature writers tailor content to suit defined readerships and publications. How and why opinion is used by journalists in a range of articles, including reviews and columns. How defamation law and the Editors’ Code of Practice guide the use of opinion in features. How journalists create distinctive, compelling narratives in columns, reviews and travel pieces including the selection of angles and use of language. The importance of photography and other visual elements as storytelling tools. Writing styles of notable feature writers and interviewers. How the internet has changed the output of reviewers and columnists. Research tools used by feature writers. Carrying out original research.

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

Barber, L. (2014), *A Curious Career*, Bloomsbury

Ebert, R. (2000), *I Hated, Hated, Hated This Movie,* Andrews McMeel

Harcup T (2009), Journalism Principles and Practice, Sage Publications

Keeble, R. and Reeves, I. (2014), *The Newspapers Handbook*, Routledge

Kermode, M. (2014), *Hatchet Job*, Picador

Randall D (2011), The Universal Journalist, Pluto Books

1. **Learning and teaching methods**

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

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

Review article (500 words) – 20%

Feature Article (1,000 words) – 60%

Reflective essay (500 words) – 20%

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) 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 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X | X |
| Workshop | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Review | X | X | X | X | X | X | X | X | X | X | X |
| Feature | X | X | X | X | X | X | X | X | X | X | X |
| Reflective essay |  | X | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

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

Revised FSO Feb 2018