1. **Title of the module**

JOUR3010 (JN301) Reporting and Writing I

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 4

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

45 credits (22.5 ECTS)

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

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

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

BA (Hons) Journalism

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Understand key processes, principles and skills involved in writing for publication in print and online
3. Understand what a news story is and why different news providers treat them in different ways
4. Apply news reporting skills within editorial deadlines
5. Understand the concepts of bias and spin and apply the skills required to produce fair, comprehensive and balanced news reporting
6. Read widely within the genre of news in recent and contemporary newspapers and online
7. Acquire writing, research and shorthand note-taking skills and experiment in deploying them in the coverage of news stories
8. Learn to make every word count in the writing of tight, accurate copy to deadline
9. Understand how to apply different research and writing techniques and how to evaluate their applicability
10. Understand the law concerning privilege and the importance of accurate, contemporaneous note taking
11. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
12. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently
13. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
14. Work productively in a group or team showing abilities to contribute or to lead
15. Consider and evaluate their work with reference to professional standards
16. **A synopsis of the curriculum**

What is news? Which sources are trustworthy? Writing news reports and the inverted pyramid. Reporting court cases and council meetings. Working off-diary. Distinction between comment, conjecture and fact. Public interest.

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

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

Harris G and Spark D (2010), Practical Newspaper Reporting, 3rd rev ed, Butterworth-Heinemann Ltd

Harrison J (2005), News, Routledge

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

Hanna, M (2016), McNae’s Essential Law for Journalists, 23rd edition, OUP

1. **Learning and teaching methods**

Total Contact Hours: 156

Private Study Hours: 294

Total Study Hours: 450

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

Timed Writing 1 – 21%

Timed Writing 2 – 21%

Portfolio – 28%

Exam – 30%

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* | *8.8* | *8.9* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study |  | X | X | X | X | X | X | X |  | X | X | X | X |
| Workshops | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Timed writing | X |  | X | X | X | X | X |  |  | X | X |  |  |
| Portfolio | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Exam | 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**

Medway

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.

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**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) |
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Revised FSO Feb 2018