1. **Title of the module**

JOUR5190 (JN519) Introduction to Feature Writing

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

Division of Law, Society and Social Justice: 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)**

Autumn

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

Pre-requisites:

JOUR3040 (JN304) Introduction to Reporting

JOUR3050 (JN305) Essentials in Reporting

This module is a pre-requisite for:

JOUR5180 (JN518) Essentials of 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:**
   1. Demonstrate advanced reporting and writing skills to produce a range of news and features content for a defined audience
   2. Understand the difference between news stories, features, opinion columns and reviews
   3. Understand the feature content of newspapers, magazines and supplements and be familiar with the different styles of a wide range of titles
   4. Critically explore the writing styles of notable contemporary feature writers
   5. Develop valid feature ideas with reference to the current news agenda and an understanding of news values
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
3. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently
4. Engage critically with information from primary and secondary sources
5. Understand the narrative processes and modes of representation at work in key texts
6. Reflect upon the relevance of the student’s own cultural commitment and positioning
7. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
8. Consider and evaluate their own work and the work of others with reference to professional standards
9. Use information technology to perform a range of tasks
10. **A synopsis of the curriculum**

The difference between news stories and features. A range of different feature styles including news reactive features, interviews, reviews and columns. A range of UK and international publications. Understanding how features are targeted at different readerships, and the range of styles employed by feature writers. Writing styles of notable feature writers. The tradition of feature and non-fiction writing in the UK and America and analysing the styles of key writers. Research tools used by feature writers and carrying out original research. How feature writers respond to the news agenda to develop timely, original and compelling articles. How to pitch feature ideas to editors.

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

Brooker C (2007), Dawn of the Dumb, Faber and Faber

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

Moran C (2013), Moranthology, Ebury

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

Thompson H S (2012), Fear and Loathing at Rolling Stone, Penguin

Wallace D F (2005), Consider the Lobster, Abacus

Wolfe T (2005), The Kandy-Kolored Tangerine Flake Streamine Baby, Vintage

Wolfe T (ed) (1975) The New Journalism, Picador

1. **Contact hours**

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

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

2 x Column article (1,000 words) – 60%

Pitch (300 words) – 10%

Presentation (10 minutes) – 30%

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 |
| Workshops | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Column articles | X | X | X | X | X | X | X | X | X | X | X |
| Pitch | X | X | X | X | X | X | X | X | X | X | X |
| Presentation |  | 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.**

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| --- | --- | --- | --- | --- |
| 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