1. **Title of the module**

LING5300 (LL530) – Writing in the Media: A Practical Approach

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

School of European Culture and Languages

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

Level 6

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 or Spring

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

None

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

Optional for BA English Language & Linguistics (Single and Joint Honours)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate refined and extended knowledge and critical understanding of a range of language contexts, their communicative purposes and settings, participants and processes;

8.2 Show consolidated and systematic understanding of ways of approaching texts and discourse in the light of current theories and their application (e.g. semiotics, multimodality and narratology);

8.3 Show a high level and engage closely, rigorously and in detail with stylistic and discursive features of journalistic texts;

8.4 Demonstrate their ability to accurately describe text and discourse in formal terms (stylistic, rhetorical, and linguistic);

8.5 Show a high-level and in-depth awareness of how different social, political and cultural dimensions of communication operate in the production and reception of journalistic discourse and be able to apply and make use of this knowledge outside of the context in which it was first encountered;

8.6 Demonstrate an enhanced understanding of relevant stylistic, discourse, narrative and cultural theory;

8.7 Produce original writing (reportage) of a high standard (as measured by the assessment criteria), both in terms of style and of content, and showing awareness of the complex contemporary issues which affect journalists, writers and other media workers;

8.8 Account for and analyse editorial changes in appropriate and rigorous theoretical terms, pertaining to theories of discourse analysis, stylistics and cultural systemisations in general.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Engage in critical reflection, and analysis of their own and others’ work, as well as the module’s various key ‘input’ texts;

9.2 Demonstrate the ability to undertake independent learning, use secondary texts with critical discrimination and reflect critically on their own and others’ work;

9.3 Demonstrate advanced research skills, including information retrieval, reporting, note-taking, interviewing, evaluating and structuring information; this will also involve the development of substantial IT and multimedia skills and the exploration of accompanying ethical issues relating to the collection and storage of data;

9.4 Demonstrate acquisition of advanced-level necessary analytical and “workshopping” skills and be capable of applying the outcome of workshop discussions to their own work;

9.5 Demonstrate advanced drafting, editing, and proofreading skills.

9.6 Demonstrate their ability to communicate information, arguments and analysis effectively across a variety of forms and genres.

1. **A synopsis of the curriculum**

This module is aimed towards students who are considering a career in journalism, freelance writing, publishing and related fields (a substantial proportion of the programme’s cohort), but will also be of use to those with a general interest in the area of media and language studies. It enables students on the BA English Language and Linguistics programmes to put into practice the complex theories and methods of analysis they will have explored elsewhere on their programme of study by producing their own portfolio of journalism and media-related writing. It should be emphasised that a consideration of the impact of new media (‘multimodality’) on the field will form a substantial component of the module’s content.

Students will carry out their own research, for example using Canterbury and its environs as their news area, collecting information, arranging and carrying out relevant interviews, and writing up projects. They will produce and submit a portfolio of original journalism in which they demonstrate their ability to use the English language, their understanding of grammar and their ability to structure their writing with the target audience in mind. Accompanying this, students will submit a critical commentary in which they will reflect on how an understanding of relevant discourse, stylistic and cultural theory has influenced their writing.

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

Fairclough, Norman (2002), *Media Discourse*, London: Hodder Arnold

Gillespie, Mary and Jason Toynbee (2006), *Analysing Media Texts*, London: Open University Press

Hicks, Wynford (2006), *Writing for Journalists*, London: Routledge

Marr, Andrew (2005), *My Trade: A Short History of British Journalism*, London: Pan Books

Richardson, John E. (2007), *Analysing Newspapers*, Basingstoke: Palgrave Macmillan

Ritter, R.M., Lesley Brown and Angus Stevenson (eds.) (2005), *New Oxford Dictionary for Writers and Editors*, Oxford: Oxford University Press

Woolfe, Tom (2006), *The New Journalism*, London: Picador

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Portfolio (word count undefined) – 10%
* Two Pieces from the Portfolio (1,500 words total) – 50%
* Critical Commentary (1,500 words) – 40%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 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** | **x** | **x** | **x** |
| Workshop | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |  | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Portfolio | **x** |  | **x** |  | **x** |  | **x** |  | **x** |  | **x** |  | **x** | **x** |
| Two Portfolio Pieces | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Critical Commentary |  | **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**

Much use is made of the international nature of global trends and news within the media and the internet in particular. Students are advised to carry out their own research on current trends in magazine layout, for example. Students are also encouraged to upload their own articles weekly to an international website (Medium.com) where they carry out peer-editing and promoting to an international audience via social media.

**FACULTIES SUPPORT OFFICE 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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