Programme Specification and Curriculum Map for BA (Hons) Journalism and Communication

1. Programme title	BA Journalism and Communication
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	N/A
5. Final qualification	BA (Hons)
6. Academic year	2018/19
7. Language of study	English
8. Mode of study	Full-time

9. Criteria for admission to the programme

260 UCAS points or relevant equivalent qualification. Applications from mature students with non-standard qualifications are welcomed. IELTS 6 overall: applicants should have a minimum of at least 5.5 in each element and are strongly recommended to take the Middlesex University Preparation Programme (MUPP) if they have not. We welcome applications from the new Advanced and progression diploma qualifications: these should be at advanced (level 3) level and relevant to the programme of study. There are other routes through Accreditation of Prior Learning, please see here for more details http://www.mdx.ac.uk/courses/help-with-your-application/undergraduate-application/accreditation-of-prior-learning

10. Aims of the programme

The programme aims to:

- Develop skills to critically analyse, understand, and apply theories relevant to the effective practice of journalism and communication.

- Develop both generic and transferable intellectual skills, especially those of: analysis, synthesis, and evaluation.

- Develop the skills, knowledge and understanding needed to communicate effectively across print, TV, radio and web platforms reflecting its converged, multiplatform delivery.

- Develop an informed approach to journalism and communication practice with a critical understanding of standard frameworks established in ethics, law, industry regulation, professional guidelines and ethical concerns in different national and international contexts.

- Encourage and enable independent and experiential learning, the development of strong oral and written communication skills and a capacity to work independently and as part of a team.

  - Support the development of excellent graduate skills and an understanding of the political economy, contemporary market conditions, and industry needs that will affect their own employment possibilities.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

A1. Awareness of a range of writing strategies and their pragmatic function within a broader context of social and cultural change.

A2. Appreciation of the increasingly important relationships between globalisation, contemporary journalism and communications processes.

A3. The specific dynamics introduced into media communication by changing forms of technology and new media.

A4. Theories relevant to the production, circulation and reception of texts, and a critical, reflexive approach to journalism, markets and audiences.

A5. An understanding of how past, current and future media industry trends impact on communication methods, consumption and employment.

Learning/Teaching methods

Students gain knowledge and understanding through attendance, participation and engagement with: blended learning, which will offer lectures on-campus and online; seminars; independent study, including core and independent reading, as well as independent and guided study; group debate and discussion; tutorials; the experience of undertaking formative assessment and discussing feedback; work experience; producing creative work in a range of genres producing creative and practical work in response to briefs; simulation of a busy Newsdays in the newsroom.

Assessment Methods

Students' knowledge and understanding is assessed by a range of methods: creative production in a range of genres; case studies; essays; critical analysis; text analysis; group work in seminars and in presentations; projects; rehearsing and interrogating practical work in a range of forms and genres; portfolios and case studies which demonstrate connections across as well as within modules.

B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

B1. Creatively interpret, evaluate and apply theories, concepts and other critical material to processes and practices of journalism and other forms of media communication.

B2. Reflectively evaluate their own critical and practical work and that of their peers with reflexivity and consideration.

B3. Research and problem solve in a creative way.

B4. Consider ethical issues in their own work and in that of others' in relation to practicing journalism and considering other communication processes.

B5. Analyse the meanings produced in the production of media texts using a range of methods appropriate to the programme (eg. semiotics; content analysis; social media analytics; ethnographic observation).

Learning/Teaching methods

Students learn cognitive skills through discussion, debate and participation in lectures, seminars and workshops; 'problem solving' in the context of seminar exercises, workshops, practical sessions, independent and guided study; critical guided and independent reading; undertaking formative assessment and dealing with feedback; tutorials.

Assessment Method

Students' cognitive skills are assessed by creative production in a range of genres; critical analysis in a range of contexts; essays; case studies; practical projects; all requiring evidence of cognitive skills as part of the criteria for specific modules.

C. Practical skills

On completion of the programme the successful student will have developed the following skills:

C1. Core and key technical skills needed to produce multi-platform journalism: research, interviews, and technical skills needed to shoot film, record and edit.

C2. Read as a writer and formulate, evaluate and present arguments, analyses and critical evaluations in relation to their own creative practice as well as that of others.

C3. Work confidently in a self-directed way on both small and major projects, demonstrating skills in time management, personal organisation and self-reflection.

C4. Originate and produce journalism that adheres to the appropriate legal frameworks, professional guidelines and ethical standards of practice.

C5. Synthesize and evaluate information from primary and secondary research for the purpose of producing journalism, essays, reports, presentations and dissertations.

Learning/ teaching methods

Students learn practical skills through workshops; demonstrations; critical analysis of examples of existing practice; examining and debating approaches to and principles of a diverse range of practice; taught sessions on: research, essay writing, project development, including learning resource sessions on research sources and evaluation; guided group sessions; drafting and producing written work; planning and developing practical projects with guidance from tutors; debating with and presenting to seminar groups; work experience.

Assessment Method

Students' practical skills are assessed by project work; essays; case studies; reports; critical analysis; producing written work in a range of genres; producing media texts; creative fiction and non-fiction writing.

D. Graduate Skills

On completion of this programme the successful student will be able to:

D1. Demonstrate expertise in communicating stories, narratives and other messages effectively using a wide range of technologies.

D2. Demonstrate critical learning skills and the ability to function effectively as part of a team or as a self-directed learner, using the range of resources and skills available responsibly and ethically.

D3. Demonstrate as appropriate IT and numeracy competencies (eg. analysis and evaluation of statistical data).

D4. Demonstrate the ability to communicate and develop ideas for business opportunities and ways to capitalize on journalistic and communication skills.

D5. Demonstrate critical understanding of how knowledge and skills have developed through academic study and practical work and how they translate into the professional contexts of the media and culture industries.

Learning/Teaching methods

Students acquire graduate skills through lectures; seminars; sessions on IT, uses and applications; independent study including core and independent reading as well as independent and guided study; group debate and discussion; tutorials; the experience of undertaking formative assessment; other specific structured opportunities for learning.

Assessment method

Students' graduate skills are assessed by a range of outcomes in assessment: essays, practical essays; critical self-reflection; presentations; practical work drawing on relevant technical knowledge; group work exercises.

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Levels and modules in full-time mode

Level 4 (Year 1)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: JCM1300 JCM1301 JCM1303 JCM1304	N/A	All students must gain 120 credits at level one to include non-compensatable modules

Level 5 (Year 2)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: JCM2301 JCM2305	Students must also choose **two** from the following: JCM2001 JCM2302 JCM2303 JCM2304	All students must gain 120 credits at level two to include non-compensatable module

Level 6 (Year 3)

OPTIONAL	OPTIONAL	PROGRESSION REQUIREMENTS

Students must complete the following core modules from level 6:	Students must also choose **two** from the following:	All students must gain 120 credits at level 6 to include non-compensatable modules
JCM3003	JCM3302	
JCM3301	JCM3303	
	JCM3304	
	JCM3305	
	MED3057	

12.2 Levels and modules in part-time mode		
Year 1		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: JCM1300 JCM1301 JCM1303	N/A	All students must gain 90 credits in year 1 to include non-compensatable modules
Year 2		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: JCM1304 JCM2301 JCM2305	N/A	All students must gain 90 credits in year 2 to include non-compensatable module

Year 3		
OPTIONAL	OPTIONAL	PROGRESSION REQUIREMENTS
Students must choose **one** option from level 5: JCM2001 JCM2302 JCM2303 JCM2304	Students must take **one** of the following core modules from level 6: JCM3003 JCM3301 And **one** option from level 6: JCM3302 JCM3303 JCM3304 JCM3305 MED3057	All students must gain 90 credits in year 3 to include non-compensatable module

Year 4		
OPTIONAL	OPTIONAL	PROGRESSION REQUIREMENTS
Students must complete the remaining core module from level 6: JCM3300 JCM3301	N/A	All students must gain 30 credits in year 4 to include non-compensatable modules

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
Level 4	
Level 5	JCM2301

13. Curriculum map

See Curriculum Map attached

14. Information about assessment regulations

Middlesex University assessment procedures and regulations apply – see the 2018/19 University Regulations. For JCM-coded modules normally students will pass a module if they pass at least 50% of the assessments and the average of their marks of all components is grade 16 or above. Module narratives in the Journalism and Communication student handbook give outline information on assessment, as it relates to specific modules. See also the module handbooks/outlines issued in taught sessions at the commencement of individual modules.

15. Placement opportunities, requirements and support (if applicable)

16. Future careers (if applicable)

We have strong links with the employment market. The qualification is valued both as a general humanities degree and as a specialist communication degree. Recent graduates are now working in newspapers, magazines, television production, P.R., libraries, advertising and teaching. Other graduates have gone on to launch their own freelance careers as writers or journalists or to take postgraduate courses which further develop their skills.

17. Particular support for learning (if applicable)

License for Adobe CC to access via your own device remotely; Computing labs and open access areas for digital media work and for support for other modules (if the situation permits); Academic writing support from the Learning Enhancement Team and employability support from MDXWorks is

embedded in to the curriculum at all levels; subject-dedicated librarians; Learning Resources web provision including specialist information for Journalism and Communication.

18. JACS code (or other relevant coding system)

P500 Journalism

19. Relevant QAA subject benchmark group(s)

Communication, Media, Film and Cultural Studies

20. Reference points

QAA Benchmark statement QAA Quality Code
http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Communication-media-film-and-cultural-studies.pdf

QAA Framework for Higher Education Qualifications (FHEQ)

Middlesex University Learning and Teaching Strategy

Middlesex University Assessment Regulations

The Learning and Quality Enhancement Handbook

21. Other information

Please note that NCTJ accreditation is not provided by the programme.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the programme handbook and the University Regulations.

Curriculum map for BA (Hons) Journalism and Communication

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Awareness of a range of writing strategies and their pragmatic function within a broader context of social and cultural change.	C1	Core and key technical skills needed to produce multi-platform journalism: research, interviews, and technical skills needed to shoot film, record and edit.
A2	Appreciation of the increasingly important relationships between globalisation, contemporary journalism and communications processes.	C2	Read as a writer and formulate, evaluate and present arguments, analyses and critical evaluations in relation to their own creative practice as well as that of others.
A3	Specific dynamics and techniques introduced into media communication by changing forms of technology and new media.	C3	Work confidently in a self-directed way on both small and major projects, demonstrating skills in time management, personal organisation and self-reflection.
A4	Theories relevant to the production, circulation and reception of texts, and a critical, reflexive approach to journalism, markets and audiences.	C4	Originate and produce journalism that adheres to the appropriate legal frameworks, professional guidelines and ethical standards of practice.
A5	An understanding of how past, current and future media industry trends impact on communication methods, consumption and employment.	C5	Synthesize and evaluate information from primary and secondary research for the purpose of producing journalism, essays, reports, presentations and dissertations.

Cognitive skills		Graduate Skills	
B1	Creatively interpret, evaluate and apply theories, concepts and other critical material to processes and practices of journalism and other forms of media communication.	D1	Demonstrate expertise in communicating stories, narratives and other messages effectively using a wide range of technologies.
B2	Reflectively evaluate their own critical and practical work and that of their peers with reflexivity and consideration.	D2	Demonstrate critical learning skills and the ability to function effectively as part of a team or as a self-directed learner, using the range of resources and skills available responsibly and ethically.

B3	Research and problem solve in a creative way.	D3	Demonstrate as appropriate IT and numeracy competencies (eg. analysis and evaluation of statistical data).
B4	Consider ethical issues in their own work and in that of others' in relation to practicing journalism and considering other communication processes.	D4	Demonstrate the ability to communicate and develop ideas for business opportunities and ways to capitalize on journalistic and communication skills.
B5	Analyse the meanings produced in the production of media texts using a range of methods appropriate to the programme (semiotics, content analysis, social media analytics and ethnographic observation).	D5	Demonstrate a critical understanding of how knowledge and skills have developed through academic study and practical work and how they translate into the professional contexts of the media and culture industries.

Programme outcomes																			
A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Highest level achieved by all graduates																			
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Level	Module Title	Code and Level	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 4	What is Journalism? (compulsory)	JCM 1300	x	x		x		x	x		x	x		x		x			x			
	Information, Power and People (compulsory)	JCM 1301		x			x		x	x	x			x		x	x					
	Journalism Skills (compulsory)	JCM 1302	x	x	x				x	x	x		x		x	x		x	x			
	Campaign Communication (compulsory)	JCM 1304	x		x	x	x	x	x			x			x		x	x	x	x		
Level 5	Multimodal Journalism (compulsory)	JCM 2301	x	x	x		x	x	x	x			x		x	x			x			x
	Investigative Techniques (compulsory)	JCM 2305			x		x		x		x		x			x				x		
	Broadcast Journalism (optional)	JCM 2000			x		x		x	x	x		x		x	x	x	x	x			x
	Arts, lifestyle and Sports journalism (optional)	JCM 2302	x	x				x	x		x		x	x	x	x	x		x		x	x
	Political Communication (optional)	JCM 2303	x		x	x	x	x		x		x					x			x		
	Innovative Science and Technology writing (optional)	JCM 2304	x		x	x		x			x		x	x	x		x			x	x	x
Level 6	Independent Project (compulsory)	JCM 3003	x			x	x	x		x		x	x	x	x		x		x			x
	Entrepreneurship (compulsory)	JCM 3301		x	x		x		x	x					x		x			x	x	x
	Long form Journalism (optional)	JCM 3302	x		x			x	x	x		x	x	x	x	x	x					

Course	Code																			
Journalism, Power and Money (optional)	JCM 3303	x	x		x	x	x	x		x	x		x			x		x	x		x
Global Journalism and News Cultures (optional)	JCM 3304	x	x	x	x	x	x		x	x	x		x		x	x	x	x		x	
The Newsroom (optional)	JCM 3305		x				x		x		x	x	x	x		x					x
International Digital PR (optional)	MED 3057	x		x		x	x		x			x		x	x	x			x		

LUNs

1.	Short code	JCM2301
2.	Title	Multimodal Journalism
3.	Level	5 –UG
4.	Credit points	30
5.	Start term	Autumn term 2018
6.	Subject	Journalism and Communication
7.	Module Leader	Maja Simunjak, Hendon Campus, M.Simunjak@mdx.ac.uk
8.	Accredited by	
9.	Module restrictions	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 5
	(d) Other restrictions or requirements	
10.	Automatic deferral	No
11.	Aims	

This module aims to:

- Build on core journalism skills developed in JCM1302, this module aims to enable students to apply skills in news gathering, production and distribution in print, broadcast, online, mobile and emergent technologies across multiple platforms.
- It considers how factors such as monetisation, non-linear design, audience interaction and mode of dissemination affect the journalistic editorial and production process.
- It enables students to begin to practice effectively as ethically astute multimodal journalists, managing different types of outputs, individually and collaboratively while maintaining focused professional objectives in the process of taking multimodal journalism work from concept to consumption.

12.	**Learning outcomes**
	Knowledge
	On completion of this module, the successful student will be able to:
	1. Understand how to practical constraints associated with and resulting from emergent technologies impact on journalistic editorial production process.
	2. Understand how to select the platforms (singly or in combination) that are most appropriate for dissemination of a specific journalistic narrative.
	3. Identify a range of news and feature writing skills and ethical frameworks that are appropriate to selected modes of dissemination.
	Skills
	On completion of this module, the successful student will be able to demonstrate:
	4. Effective news and feature writing and dissemination across multiple platforms within a time constraint.
	5. Technical competencies, such as putting together audio visual news packages, appropriate to specified professional outcomes.
	6. The ability to work effectively as an individual and/or as part of a team.
	7. The ability to evaluate his/her own critical practical work and that of his/her peers with reflexivity and consideration.
13.	**Syllabus**
	The students will develop their abilities in relevant genres of writing by sourcing, producing and editing original stories. They will also advance their skills in journalistic research, interviewing and storytelling. They will apply these abilities to news gathering and distribution in print, broadcast, online, mobile and emergent technologies across multiple platforms, with opportunities to specialise as appropriate.
14.	**Learning, teaching and assessment strategy**

Learning and Teaching

This module will deliver virtual learning experience, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work.

Learning will include supervised and self-directed practical activities engaging in the finding and developing ideas, journalistic research, data-gathering, writing, recording and editing.

The module handbook will provide weekly information on self-guided, independent study. Students will have weekly preparatory work including reading and short exercises.

Over the course of this module, students will consider and experiment with different self - publishing techniques (eg. social media, podcasts, blogs), factoring in issues such as non-linear design and audience's interactivity and how they impact journalistic work.

Formative Assessment will be embedded in the delivery of teaching, with ample opportunities for feedback on student work in process.

Assessment

Summative assessment will be based on three elements:

1. Industry report, 1250 words, 20% (Learning outcomes 1, 2, 4, 7) on an example of multimodal journalism encountered on the module (this should feature critical analysis and demonstrate engagement with debates encountered on the course).
2. Two news stories .This should involve the use of different platforms, 60% (Learning outcomes 2, 6, 7).
3. Critical commentary on the news package, 1,250 words, 20% (Learning outcomes 3, 4, 5).

15.	**Assessment weighting**	1. Industry report, 20%
		2. News stories 60%
		3. Critical commentary, 20%

	Seen examination	N/A
	Unseen examination	N/A
	Coursework (no examination)	N/A
16.	**Timetabled examination required**	N/A
17.	**Length of exam**	N/A
18.	**Learning materials**	

Essential (indicative):

Bull, A. 2010. *Multimedia Journalism: A Practical Guide*, London: Routledge.

Recommended (indicative):

Batty, C., and S. Cain. 2010. *Media Writing: A Practical Introduction.* Basingstoke: Palgrave Macmillan.

Baym, Nancy K. 2015. *Personal Connections in the Digital Age*. Cambridge: Polity.

Bradshaw, P., and L. Rohumaa. 2017. *The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age*. London: Routledge.

Dodd, M and M. Hanna. 2016. *Essential Law for Journalists*, Oxford: Oxford University Press.

Gere, C. 2008 *Digital Culture*. London: Reaktion.

Hall, F. 2013. *The Business of Digital Publishing: An Introduction to the Digital Book and Journal Industries*. London: Routledge.

Jones, J., and L. Salter. 2012. *Digital Journalism*, London: Sage.

Youngs, G. (ed.) 2015. *Digital World: Connectivity, creativity and rights.* London: Routledge.

Websites including:

Guardian, Media: http://www.guardian.co.uk/media

19.	**Module run** (NB. These should be set up 4 years in advance):						
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
	2018-19	1-2		Oct	Apr	60	HE
	2020-21	1-2		Oct	Apr	60	HE
	2021-22	1-2		Oct	Apr	60	HE
	2022-23	1-2		Oct	Apr	60	HE
20.	**Timetabling information**						
	(a) Please indicate which teaching activities will be offered in this module*:						
	LECTURE (LEC)					NO	
	SEMINAR (SEM)					YES	
	LABORATORY(LAB)					NO	
	WORKSHOP (WRK)					NO	
	(b) Timetabled					YES	
	(c) Student centrally allocated					YES	

1.	Short code	JCM2305
2.	Title	Investigative Techniques
3.	Level	5 – UG
4.	Credit points	30
5.	Start term	Autumn term 2018
6.	Subject	Journalism and Communication
7.	Module Leader	Sophie Knowles, Hendon Campus S.Knowles@mdx.ac.uk
8.	Accredited by	
9.	Module restrictions	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 5
	(d) Other restrictions or requirements	
10.	Automatic deferral	No
11.	Aims	

This module aims to:

- Develop students' capacity to evaluate and appreciate good research practices, and how they inform and advance the production of social knowledge.
- Develop students' understanding of research methods and processes, and how these could be applied to different kinds of research (academic and journalistic)
- Emphasize the transferability of academic research skills and concepts to practical journalistic work.
- Prepare students for JCM3300 Independent Project, whether that takes the form of a written dissertation (academic research), or a creative project.

| 12. | Learning outcomes | |

Knowledge

On completion of this module, the successful student will have acquired knowledge and understanding of:

1. Research methods and approaches to studying journalism and communications.
2. Similarities and differences between academic research and research in journalism and communications.
3. Issues in researching journalism and communications.

	Skills
	On completion of this module, the successful student will have developed the following skills:
	4. Conducting effective small-scale research. 5. Designing a research plan. 6. Selecting and applying appropriate research methods. 7. Constructing and presenting arguments and communicating these effectively.
13.	**Syllabus** This module is designed to train students in the development of research/investigative skills critical to the journalism and communications industry. As such, it introduces students to the key research techniques and methods central to academic and professional practice within and across the industry. Using a combination of case studies and practical applications, students of this module will explore a multiple array of techniques and methods to develop the essential set of investigative skills needed to meet industry demands in relation to project and content management, analysis and distribution to appropriate audiences and publics. This module will directly relate to the pathway options for Level 6 Independent Project and will prepare students to conduct projects (academic and journalistic) independently resulting in written and/or practical work in their final year. Particular focus will be put on the transferability of research methods and their application in journalism; hence the module will enable students to effectively investigate journalistic stories using a variety of creative and analytical approaches to journalistic investigations. The module will cover a range of research methods and investigative techniques, including, but not restricted to, content analysis, discourse and semiotic analyses, interviews, focus groups, ethnography, survey and life histories. It will also address data journalism and digital research techniques.
14.	**Learning, teaching and assessment strategy** Learning and teaching

This module will deliver virtual learning experience, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work.

Independent learning

- Students will be required to spend time reading core (essential) readings.
- Students will be required to spend time on homework tasks in preparation for online seminars.
- Students will be required to develop a research proposal, write a literature review and conduct a small-scale research project.

Assessment

The assessment strategy prepares students for the in-depth academic work and creative journalistic work required at level 6. It also provides students with the opportunity to explore their strength and preferences in these areas and facilitates their making of informed decisions about their focus at level 6.

Formative assessment will be embedded in the delivery of teaching, providing students with the opportunity to receive feedback on their performance before the final summative deadlines.

Summative assessment will be based on three elements:

1. Literature review: Students should identify a research question and write a literature review demonstrating an understanding of media research and issues in journalism and communications, 1000 words, 25% (Learning outcomes 3, 7).

2. Research Proposal presentation: Students design a small-scale research project, identifying a research question, research method and sampling strategy as well as explaining key methodological considerations and the suitability of their chosen approach, which they present in class, 25% (Learning outcomes 1, 5).

3. Small-scale primary Journalistic Investigation: Students should choose and apply two methods, report their findings, and explain how selected methods apply to journalism, 1800 words, 50% (Learning outcomes 2, 4, 6).

15.	Assessment weighting [200 characters]	1. Literature review 25%
		2. Research proposal presentation 25%
		3. Journalistic investigation 50%
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
16.	Timetabled examination required	NO
17.	Length of exam	n/a
18.	Learning materials [7987 characters]	

Learning materials [7987 characters]

- Essential

Seale, C.F. (2012) *Researching Society and Culture*, London: Sage.

Iorio, S. ed., (2004). *Qualitative Research for Journalism: Taking it to the Streets,* London: Taylor and Francis

- Recommended

Balch, C. V. (2010) *Internet survey methodology*, Newcastle: Cambridge Scholars.

Bauer, M. W. (2007) *Journalism, Science and Society: science communication between news and public relations*. London: Routledge.

Bradshaw, P. and Rohumaa, L. (2011), *The online journalism handbook: skills to survive and thrive in the digital age*, Harlow: Pearson.

Brenner, M., Brown, J. and Canter, D. (eds) (1985) *The Research Interview: Uses and Approaches.* London: Academic Press.

Bryman, A. (2012) *Social Research Methods*. Oxford: Oxford University Press.

Caliandro, A. and Gandini, A. (2016) Qualitative research in digital environments: a research toolkit, New York: Routledge.

D'Angelo, P. &Kuypers, J. A. (2010) *Doing news framing analysis: empirical and theoretical perspectives*, New York: Routledge.

Deacon, D. et al. (2007) *Researching Communications: a practical guide to methods in media and cultural analysis*, 2nd edition. London: Arnold.

Edwards, V. (2016) *Research skills for journalists.* London: Routledge.

Fairclough, N. (2010) *Critical discourse analysis: the critical study of language*, Harlow: Longman.

Hart, C. (1998), *Doing a Literature Review: Releasing the Social Science Research Imagination,* Sage: London.

Hansen, A. and Machin, D. (2013), *Media and Communication Research Methods*, London: Palgrave.

Iorio, S. ed., (2004). *Qualitative Research for Journalism: Taking it to the Streets,* London: Taylor and Francis

Livingston, C. &Voakes, P. (2005) *Working with Numbers and Statistics: A Handbook for Journalists*, London: Routledge.

Loffelholz, M. & Weaver, D. H. (2008) *Global journalism research: theories, methods, findings, future*, Hoboken, NJ: John Wiley & Sons.

Mertens, D. M. & Ginsberg, P. E. (2009), *The handbook of social research ethics,* Los Angeles, SAGE.

Morley, D. (1988) *Family Television: Cultural Power and Domestic Leisure.* London: Routledge.

Murchison, J. M. (2010) *Ethnography essentials: designing, conducting, and presenting your research*, San Francisco, Calif: Jossey-Bass.

Neuendorf, K. A. (2002) *The content analysis guidebook*, Thousand Oaks, Calif: Sage.

Quinn, S. and Lamble, S. (2007), *Online newsgathering: research and reporting for journalism*, Oxford: Focal Press.

Punch, K.F. (2005) *Developing Effective Research Proposals*. Sage: London.

Ransome, P., (2013). *Ethics and values in social research*, London: Palgrave.

Wahl-Jorgensen, K. &Hanitzsch, T. (Eds.) (2009) *Handbook of Journalism Studies*, Philadelphia: Lawrence Erlbaum Associates.

Yang, K. (2010) *Making Sense of Statistical Methods in Social Research*. London: Sage.

Ybema, S. ed. (2009), *Organizational ethnography: studying the complexities of everyday life*, London: Sage

19.	Module run (NB. These should be set up 4 years in advance):								
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE		
	2018-2019	1-2		Oct	Apr	60	HE		
	2019-2020	1-2		Oct	Apr	60	HE		
	2020-2021	1-2		Oct	Apr	60	HE		

	2021-2022	1-2		Oct	Apr	60	HE		
20.	Timetabling information								
	(a) Please indicate which teaching activities will be offered in this module*:								
	LECTURE (LEC)			NO					
	SEMINAR (SEM)			YES					
	LABORATORY(LAB)			NO					
	WORKSHOP (WRK)			NO					
	(b) Timetabled			YES					
	(c) Student centrally allocated			YES					

1.	Short code	JCM2302
2.	Title	Arts, Lifestyle and Sports Journalism
3.	Level	5 – UG
4.	Credit points	30
5.	Start term	Autumn term 2018
6.	Subject	Journalism and Communication
7.	Module Leader	Sophie Knowles, Hendon Campus S.Knowles@mdx.ac.uk
8.	Accredited by	
9.	Module restrictions	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 5
	(d) Other restrictions or requirements	
10.	Automatic deferral	No
11.	Aims	

Aims

This module aims to:

- Introduce students to the knowledge, skills and techniques needed to be an arts, lifestyle and/or sports reporter, and explore the role of these journalism specialisms in the modern media.
- Further develop core journalistic skills (research, reporting, storytelling) and the more specific techniques and approaches required for different specialisms.
- Build understanding of the context and pressures under which arts, lifestyle and sports journalism is produced in the modern media.

12. Learning outcomes

Knowledge

On completion of this module, the successful student will have acquired knowledge and understanding of:

	1. The cultural, historical and social context within which arts, lifestyle and/or sports journalism is being produced, as well as the pressures and constraints under which specialist journalists work. 2. Specific journalistic techniques and approaches required for different specialisms. 3. Characteristics of specialist target audiences and markets. Skills On completion of this module, the successful student will have developed the following skills: 4. An ability to critically analyse professional practices and outputs of practitioners working in a particular specialism. 5. An ability to identify and research ideas that can be developed into arts, lifestyle or sports news articles and features. 6. An ability to apply key reporting processes, principles and skills to the specific demands of arts, lifestyle or sports journalism.
13.	**Syllabus** This module covers journalism about fine art, contemporary art and mass and popular culture including painting, music, photography, literature, cinema, travel, celebrity culture and sports. Students will have the opportunity to develop your own specialist area of interest and a specialist writing portfolio. In this module students will learn about different story types and formats, sources for specialist journalists, how online technologies and social media have changed the role of specialist writers, and the changing markets for specialist writing, with a focus on arts, lifestyle and sports journalism. This is a practical course aimed at helping students to develop their writing and reporting skills to produce professional copy, including interviews, news stories, profiles, factboxes, comment, analysis and journalistic packages. Students will also develop a critical understanding of arts, lifestyle and sports journalism's relation to consumerist society and culture, and analyse the ways in which these journalism specialisms are being changed by online networks, social media, mobile apps and blogging.
14.	**Learning, teaching and assessment strategy**

Learning and Teaching

This module will deliver virtual learning experience, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work.

Learning will include supervised and self-directed practical activities engaging in the finding and developing ideas, journalistic research, data-gathering, writing and editing.

The module handbook will provide weekly information on self-guided, independent study. Students will have weekly preparatory work including reading and short exercises.

Assessment

Formative assessment will be provided in one-to-one tutorials and in written form after each scheduled formative submission.

Students will be required to complete two summative assessments:

1. A critical analysis of the work of a specialist journalist, 1500 words, 30% (Learning outcomes 1 2, 4).
2. Four stories with a maximum (cumulative) word count of 2500 words, 70% (Learning outcomes 3, 5, 6).

15.	**Assessment weighting**	1. Critical analysis 30% 2. Four stories 70%
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
16.	**Timetabled examination required**	NO
17.	**Length of exam**	n/a
18.	**Learning materials**	

Essential:

Turner, B. and Orange, R. 2013.*Specialist journalism*. London: Routledge.

Recommended:

Andrews, P. 2005. *Sports Journalism*, London: Sage.

Boyle, R. 2006. *Sports Journalism: Context and Issues*, London: Sage.

Croteau, D. and W., Hoynes. 2001. *Media Society. Industries, Images and Audiences*, Thousand Oaks, CA: Sage

Franchi, F. and C., Rocca. 2016. *The intelligent lifestyle magazine: smart editorial design, ideas and journalism,* Berlin: Gestalten.

Gripsrud, J. and L., Weibull. 2010. *Media, Markets & Public Spheres,* Bristol, CT: Intellect.

Hanusch, F. and E., Fürsich. 2014. *Travel Journalism: Exploring Production, Impact and Culture,* Basingstoke: Palgrave Macmillan.

Hanusch, F. 2014. The geography of travel journalism: Mapping the flow of travel stories about foreign countries. *International Communication Gazette*, 76(1): 47-66.

Hanusch, Folker. 2012. Travel journalists' attitudes toward public relations: Findings from a representative survey, *Public Relations Review,* 38(1): 69-75.

Harcup, T. 2015. *Journalism: Principles and Practice,* London: Sage.

Harries, G. and K., Wahl-Jorgensen, K. 2007. The Culture of Arts Journalists: Elitists, Saviors or Manic Depressives?, *Journalism,* 8(6): 619–639.

Janssen, S., G. Kuipers, G. and M., Verboord. 2008. Cultural Globalization and Arts Journalism*, American Sociological Review,* 73: 719–740.

Kersten, A. and S., Janssen, S. 2016. Trends in Cultural Journalism, *Journalism Practice*, DOI: 10.1080/17512786.2016.1205955

Kristensen, N.N. 2010. The Historical Transformation of Cultural Journalism, *Northern Lights: Film & Media Studies Yearbook,* 8(1): 69–92.

Kristensen, N.N and U., From. 2012. Lifestyle Journalism: Blurring Boundaries, *Journalism Practice,* 6(1): 26–41.

Reinardy, S. and W., Wanta. 2015. *The essentials of sports reporting and writing*, New York: Routledge.

	Unni, F. 2010. The Reading of Cultural and Lifestyle Journalism, *Northern Lights,* 8: 157–175. Verboord, M. and S., Janssen. 2015. Arts Journalism And Its Packaging In France, Germany, The Netherlands And The United States, 1955–2005, *Journalism Practice*, 9(6): 829-852.
19.	**Module run** (NB. These should be set up 4 years in advance):

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2018-19	1-2		Oct	Apr	60	HE
2019-20	1-2		Oct	Apr	60	HE
2020-21	1-2		Oct	Apr	60	HE
2021-22	1-2		Oct	Apr	60	HE

20.	**Timetabling information**

(a) Please indicate which teaching activities will be offered in this module*:

LECTURE (LEC)	NO
SEMINAR (SEM)	YES
LABORATORY(LAB)	NO
WORKSHOP (WRK)	NO
(b) Timetabled	YES
(c) Student centrally allocated	YES

1.	Short code	JCM2303
2.	Title	Political Communication
3.	Level	5 – UG
4.	Credit points	30
5.	Start term	Autumn term 2018
6.	Subject	Journalism and Communication
7.	Module Leader	Maja Simunjak, Hendon Campus M.Simunjak@mdx.ac.uk
8.	Accredited by	
9.	Module restrictions	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 5
	(d) Other restrictions or requirements	
10.	Automatic deferral	No
11.	Aims	

This module aims to:

- Introduce students to a range of debates and discussions about the relationship between the media, political actors and audiences/citizens in contemporary society.
- Enable students to identify, discuss and evaluate contemporary debates in political journalism and apply this knowledge to the development, planning and execution of a small scale research project.
- Develop basic skills in political communications practice, including presentational and deliberative skills.
- A range of other transferable skills will be developed on the module, most notably leadership and team-working skills.

12.	Learning outcomes	

Knowledge

	On completion of this module, the successful student will have acquired knowledge and understanding of:
	1. Ethical, legal and political frameworks within which political communicators operate. 2. Key trends and practices of political communication actors in modern societies. 3. Discussions and debates about the impact of media and/or political actors' communication on democracy. 4. The importance and characteristics of social actors' media representation. Skills On completion of this module, the successful student will have developed the following skills: 5. An ability to identify and apply research methodologies appropriate for the study of political communication. 6. An ability to describe, explain and assess developments and trends in political communication. 7. An ability to reflect upon roles and functions of political communicators in the public sphere. 8. An ability to evaluate problems and benefits of group work.
13.	**Syllabus** This module will provide students with the ability to assess the role and function of communication in the public sphere and to evaluate the management and practice of communication within the political process. Practices of all three main political communication actors will be discussed and analysed, i.e. media, political actors and audiences/citizens, as well as the debates surrounding them. Students will examine the political content of the mass media and consider arguments about media power, bias and influence. Main political journalism trends, such as game framing, personalization and negativity, will be analysed in comparative context. Special attention will be given to political communication in election campaigns. The module will also examine the ways in which political parties, politicians and government engage in the communication of politics and political persuasion via political advertising and public relations. Also, attention will be given to the appraisal of the ways in which the media report election campaigns, and what kind of impact, if at all, this has on the political behaviour of voters.

	Students will engage in political communication simulation projects (e.g. simulation of BBC's Question Time) where they will be given the opportunity to practice political communication skills by taking the roles of political journalists, politicians and/or voters.	
14.	**Learning, teaching and assessment strategy** *Learning and Teaching* This module will deliver virtual learning experience, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work. The module handbook will provide weekly information on self-guided, independent study. Students will have weekly preparatory work including reading and short exercises. Alongside discussions of key readings, students will also take part in virtual simulations of political communication activities, role plays, debates and other group activities. *Assessment* Formative assessment will be provided in one-to-one tutorials and in written form after each scheduled formative submission. Summative assessment will be based on three elements: 1. Critical reflection on performance in the simulation project, 1000 words, 20% (Learning outcomes 1, 6). 2. Group research report (each group submits one copy of the report which has been jointly written and outlines individual contributions), 2000 words, 30% (Learning outcomes 4, 5, 8). 3. Essay, 2500 words, 50% (Learning outcomes 2, 3, 6, 7).	
15.	**Assessment weighting**	1. Critical reflection on performance in the simulation project 20% 2. Group research report 30%

		3. Essay 50%
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
16.	**Timetabled examination required**	NO
17.	**Length of exam**	n/a
18.	**Learning materials**	

Essential:

Reinemann, C. 2014. *Political communication*, Berlin: De Gruyter Mouton.

Semetko, H and Scammell, M. 2012. *The SAGE Handbook of Political Communication*, London: SAGE.

Recommended:

Bell, J. 2005. *Doing Your Research Project,* Buckingham: OUP.

Bryman, A. 2012. *Social Research Methods*, Oxford: Oxford University Press.

Corner, J. and D. Pels. 2003. *Media and the Restyling of Politics,* London: Sage.

Curran, J. and J. Seaton. 2010. *Power without Responsibility*, London: Routledge.

Curran, J. 2002. *Media and Power*, London: Routledge.

Davis, A. 2010. *Political Communication and Social Theory*, London: Routledge.

Davis, A. 2007. *The Mediation of Power: A Critical Introduction*, Abingdon: Routledge.

D'Angelo, P. and J. Kuypers. 2010. *Doing news framing analysis: empirical and theoretical perspectives*, New York: Routledge.

Deacon, D. et al. 2007. *Researching Communications: a practical guide to methods in media and cultural analysis*, London: Arnold.

De Vreese, C., F, Esser and D. Hopmann. 2017. *Comparing political journalism*, Oxon: Routledge.

Esser, F. and B. Pfetsch. 2004. *Comparing Political Communication: Theories, Cases, Challenges*, Cambridge: Cambridge University Press.

Fairclough, N. 2010. *Critical discourse analysis: the critical study of language*, Harlow: Longman.

Franklin, B. 2004. *Packaging Politics,* London*:* Arnold.

Hansen, A. and D. Machin. 2013. *Media and Communication Research Methods*, London: Palgrave.

Louw, E. 2010. *The Media and Political Process,* London: Sage

McNair, B. 2009. *News and Journalism in the UK*, London: Routledge.

McNair, B. 2011. *An Introduction to Political Communication,* London: Routledge.

Negrine, R. and J. Stanyer. 2007. *The Political Communication Reader*, Oxon: Routledge.

Negrine, R. 2008.*The Transformation of Political Communication*, London: Routledge.

Sanders, K. 2009. *Communicating Politics in the Twentieth-First Century*, Basingstoke: Palgrave.

Seale, C.F. 2004. *Researching Society and Culture*, London: Sage.

Stanyer, J. 2007. *Modern Political Communication*, Cambridge: Polity.

Stokes, J. 2013. *How to do Media and Cultural Studies*, London: Sage

Street, J. 2011. Mass media, politics and democracy, Basingstoke: Palgrave.

Van Zoonen, L. 2005. *Entertaining the Citizen,* Oxford: Rowman and Littlefield.

Washbourne, M. 2010. *Mediating Politics*, Maidenhead: McGraw-Hill Open University Press.

19.	**Module run** (NB. These should be set up 4 years in advance):						
	Academic year	Term	Part of term	Start date	End date	Max student number	Campus/mode e.g. DE
	2018-19	1-2		Oct	Apr	60	HE
	2019-20	1-2		Oct	Apr	60	HE
	2020-21	1-2		Oct	Apr	60	HE
	2021-22	1-2		Oct	Apr	60	HE

20.	**Timetabling information**

(a) Please indicate which teaching activities will be offered in this module*:	
LECTURE (LEC)	NO
SEMINAR (SEM)	YES
LABORATORY(LAB)	NO
WORKSHOP (WRK)	NO
(b) Timetabled	YES
(c) Student centrally allocated	YES

1.	Short code	JCM2304
2.	Title	Innovation, Science and Technology
3.	Level	5 – UG
4.	Credit points	30
5.	Start term	Autumn Term 2018
6.	Subject	BA Journalism & Communications
7.	Module Leader	
8.	Accredited by	
9.	Module restrictions	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 5
	(d) Other restrictions or requirements	
10.	Automatic deferral	
11.	Aims	

The module is intended to enable students to develop a critical understanding of the journalistic and media coverage of modern innovation, science and technology. They will learn to reflect on the current state of this coverage, its social and political consequences and the challenges of improving it. They will develop research, writing and fact-checking skills for covering this specialist subject, and learn to identify areas for investigation and reporting.

| 12. | Learning outcomes | |

Knowledge

On completion of this module, the successful student will be able to:

1. Critically analyse the social, scientific and political role of media coverage of innovation, science and technology and the challenges it faces.

		2. Understand the nature of scientific research methods in contradistinction to journalistic research methods. 3. Understand the validity of various news, industry, scientific and academic sources. Skills On completion of this module, the successful student will be able to demonstrate: 4. An ability to identify issues and events in innovation, science and technology that are appropriate for news and feature reporting. 5. An ability to research and report accurately on complex issues and events in innovation, science and technology for a number of audiences. 6. An ability to reflect on their own writing in relation to complex issues and events in innovation, science and technology for a number of audiences.
13.	**Syllabus** The module will teach the theoretical background, the practice of and the challenges facing the reporting of innovation, science and technology. It covers the history of science and technology reporting and the role it now plays in news, current affairs and factual programmes in today's news media. Students are encouraged to reflect on the responsibilities and consequences of this reporting. This will entail a basic grounding in scientific principles and in numeracy to understand some of the elements of statistics. Students will have the opportunity to explore the application of these research and reporting skills to sociological, psychological, ecological, nutritional, health and medical aspects of the subject. They will work on individual projects, identifying potential stories, researching and writing them. They are encouraged to write both short and long stories to help them understand the constraints of different types of media on this field of journalism.	
14.	**Learning, teaching and assessment strategy** This module will deliver virtual learning experience, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work. The module handbook will provide weekly information on self-guided, independent study. Students will have weekly preparatory work including reading and short exercises. Learning will include supervised and self-directed practical activities engaging in the finding and developing ideas, journalistic research, data-gathering, writing and editing.	

Assessment Scheme:

Formative assessment will be embedded in the delivery of teaching with students' work being reviewed and edited in workshops.

Summative assessment will include:

1. Essay analysing media coverage of innovation, science and technology, 1,500 words, 30% (Learning outcomes 1, 2, 4).
2. Three stories, 50% (Learning outcomes 3, 4, 5).
3. Reflective essay on journalism practice, 20% (Learning outcomes 1, 2, 3, 6).

15.	**Assessment weighting**	1) Essay, 30% 2) Three stories 50% 3) Reflective essay, 20%
	Seen examination	N/A
	Unseen examination	N/A
	Coursework (no examination)	100%
16.	**Timetabled examination required**	N/A
17.	**Length of exam**	N/A
18.	**Indicative learning materials**	

Essential:

Banks, D. and M. Hanna. 2011. *McNae's Essential Law for Journalists* 20th ed. Oxford University Press.

Bauer, M. and M. Bucchi. 2008. *Journalism, Science and Society: Science Communication Between News and Public Relations*. Abingdon. Routledge.

Meyer, P. 2002. *Precision Journalism: A Reporter's Introduction to Social Science Methods.* 4th ed. Lanhan. Rowman & Littlefield.

Scanlon, E., E. Whitelegg, and S. Yates. 1999. *Communicating Science, Volume 2.* Abingdon. Psychology Press.

Recommended:

Goldacre, B., 2008. *Bad Science.* London. Harper Perennial.

Lawrence, F. 2004 *Not on the Label: What really goes into the food on your plate.* London. Penguin.

Morrison, J. 2011. *Essential public affairs for journalists.* Oxford. Oxford University Press.

Schlosser, E. 2002. *Fast Food Nation.* London. Penguin.

Useful websites

Centre for Investigative Journalism (CIJ) – online training materials, particularly computer-assisted reporting - http://www.tcij.org/training-material

ProPublica – Journalism in the Public Interest   http://www.propublica.org/

Simon Singh http://simonsingh.net/

19.	**Module run** (NB. These should be set up 4 years in advance):					

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2017-18	1-2		Oct	Apr	60	HE
2018-19	1-2		Oct	Apr	60	HE
2019-20	1-2		Oct	Apr	60	HE
2020-21	1-2		Oct	Apr	60	HE

20.	**Timetabling information**

(a) Please indicate which teaching activities will be offered in this module*:

LECTURE (LEC)	YES
SEMINAR (SEM)	YES
LABORATORY(LAB)	NO
WORKSHOP (WRK)	YES

	(b) Timetabled	YES
	(c) Student centrally allocated	YES

1.	Short code	JCM2001
2.	Title	Broadcast Journalism
3.	Level	5 – UG
4.	Credit points	30
5.	Start term	Autumn term 2018
6.	Subject	Journalism and Communication
7.	Module Leader	Prof Kurt Barling, Hendon Campus k.barling@mdx.ac.uk
8.	Accredited by	
9.	Module restrictions	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 5
	(d) Other restrictions or requirements	
10.	Automatic deferral	No
11.	Aims	

- Broadcast Journalism aims to help students progress their skills acquired in Level 4 by combining news-writing knowledge and technical production to developing voice and presentational skills to deliver radio and TV News Bulletins and news packages in a Newsday setting.
- Students will begin to develop an understanding of the professional workflows and relationships in a Newsroom that reflect both individual endeavour and teamwork.
- Students will learn an appreciation of the diversity of audiences and how they would be expected to tailor their news output to reflect the specific audiences' needs.

12.	Learning outcomes	

Knowledge

On completion of this module, the successful student will be able to:

1. Show a practical and critical understanding of the role(s) involved in journalism and broadcast news.
2. Evaluate how pictures, text and voice can be used to deliver journalistic messages.

	3. Provide an evaluation of a story's factual accuracy and make judgment on balance and impartiality in their and others' work.
	4. Demonstrate an understanding of, and ability to apply, editorial requirement and professional regulation in their own and others' news stories.
	Skills
	On completion of this module, the successful student will have developed the following skills:
	5. Ability to originate and develop story ideas, and show sensitivity to audience expectations.
	6. Effectiveness in voice and performance technique, as well as an ability to vary vocal performance according to the type and style of presentation.
	7. Competence in managing news diary and forward-planning.
	8. Effective leadership and team working skills working in time critical broadcast simulations (Newsdays).
13.	**Syllabus**
	This module will develop students' skills in an advanced broadcast journalism (audio and TV) setting through continuous weekly practice and feedback. Students will practise their broadcast newsgathering skills (journalistic and technical) through Newsday practice. In addition the module will require students to reflect upon practice through regular debriefs and constructive criticism. One-to-one voice training will also be delivered. Weekly 2-hour workshops will remain focussed on story gathering, researching and preparation and planning for the news days.
	Across the year they will have a series of Newsdays to explore the requirements of Daily Radio output, and in the second Semester a concentration on developing an awareness specifically of TV Newsroom output which is particularly complex and builds on the skills required in the first News workflow they will have been exposed to (Radio). The Newsdays will gradually grow in length and also in intensity in terms of the requirements for original stories and original newgathering towards the end of the course. Students will be progressively introduced to more sophisticated techniques of studio and field delivery and be expected to work more independently as the year progresses.
14.	**Learning, teaching and assessment strategy**
	This module will deliver virtual learning experience, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using online classes where you interact

with tutors and fellow students in small groups and pairs, in real-time – brainstorming story ideas, workshopping content and getting feedback on your work.

The first semester will focus on radio and the second on TV output.

Online tutorials for sound recording and editing will be delivered by technical tutors and feedback will be via digital forms. Online tutorials for video gathering and editing and sourcing from other outlets will be delivered by technical tutors with a focus on mobile journalistic techniques and feedback will be via digital forms. Students will also develop and deliver the competencies to produce Newsroom content online.

In between workshops and news days, students will be expected to prepare for production days with activities including recces and pre-shoots. Tutors will guide this process.   Planning meetings will take place in a virtual conferencing setting in the week before a newsday.

They will reflect on this practice through sessional debriefs and individual tutorials. They will work towards peer reviewing in Semester 2 where the course leader will assess constructive criticism and awareness of the values of news and the quality of output. Students will be expected to engage with the literature in this area to deepen their understanding of the processes of production and to learn operational procedures but to be able to put these in context of the requirements of the medium to deliver information to a listening or viewing audience. All this will be achieved in a professional virtual Newsroom environment.

For the Newsdays the tutor will be present in a news-editor/advisor capacity assessing team contributions and professional practice.

Formative assessment:

Students will be expected to complete formative skills exercises in audio and TV exercises during the course of the year.

Students will need to submit **three formative assessments** (two in the first semester, one in the second) during the course of the year that will form the basis of tutor feedback as a guide towards the achievement of goals recognised as the basis for successful summative assessments submissions.

One formative assessment will consist of a reflection on roles adopted during the Newsdays. Others will require submission of Audio News packages and scripts and TV News packages and scripts.

Summative assessment

Students will be assessed in the following ways:

1. A broadcast portfolio (Learning outcomes 2, 3, 5, 6, 7, 8) (each piece is worth 25%)

To include:

a) A television news package between 2-3 minutes suitable for local television news & script.

b) A three-minute radio feature (recorded for the portfolio) and script.

c) A topical live interview with an - external to the university - participant which explores interviewing and presentational skills and transcript.

2. Critical Reflection. This should demonstrate a clear understanding of the Newsday workflows put in context with reference to the relevant literature and the roles undertaken by the student. It should also reflect on the quality of the teamwork to produce the production and evaluate the output, 25%, 1200 words (Learning outcomes 1, 3, 4, 7).

15.	**Assessment weighting**	1. Broadcast Portfolio 75% 2. Critical Reflection 25%
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
16.	**Timetabled examination required**	NO

17.	**Length of exam**	N/A
18.	 **Learning materials** Essential Boyd, A., Stewart, P., and Alexander, R. 2008. *Broadcast Journalism: Techniques of Radio and Television News*. London: Focal Press. Chater, K. 2002. *Research for media production*. London: Focal Press. Fuchs, C. 2017. *Social Media: A critical introduction*. London: Sage. Hudson, G, and Rowlands, S. 2012. *The Broadcast Journalism Handbook*. Harlow: Pearson Education. Recommended Geller, V. 2011. *Beyond Powerful Radio: A Communicator's Guide to the Internet Age-News, Talk, Information & Personality for Broadcasting, Podcasting, Internet, Radio*. London: Focal Press. Medoff, N., and Fink, J. 2012. *Portable Video: News and Field Production* (Sixth Edition). London: Focal Press. Trewin, J. 2003. *Presenting on TV and Radio: An insider's guide*. London: Focal Press. Thompson, R. 1988. *Grammar of the Shot*. London: Focal Press. Thompson, R. 1993. *Grammar of the Edit*. London: Focal Press. 	

	Websites						
	BBC College of Journalism Website http://www.bbc.co.uk/journalism/						

19.	**Module run (NB. These should be set up 4 years in advance):**								
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE		
	2018-2019	1-2		Oct	Apr	60	HE		
	2019-2020	1-2		Oct	Apr	60	HE		
	2020-2021	1-2		Oct	Apr	60	HE		
	2021-2022	1-2		Oct	Apr	60	HE		

20.	**Timetabling information**	
	(a) Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY(LAB)	NO
	WORKSHOP (WRK)	YES
	(b) Timetabled	YES
	(c) Student centrally allocated	YES

1.	Short code	JCM3003
2.	Title	Independent Project
3.	Level	6 – UG
4.	Credit points	30
5.	Start term	Autumn term 2018
6.	Subject	Journalism and Communication
7.	Module Leader	Maja Simunjak, Hendon Campus M.Simunjak@mdx.ac.uk
8.	Accredited by	
9.	Module restrictions	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 6
	(d) Other restrictions or requirements	
10.	Automatic deferral	No
11.	Aims	

11. Aims

This module aims to:

- Enable students to demonstrate, in the execution of a complex and large-scale project, high level academic and/or practical skills, relevant to their field of study and professional interests.

- Allow students to complete a work placement in a relevant field/ industry and to reflect on the experience and skills that were developed in the process.

- Test the students' confidence in their intellectual abilities and capacity to organise their time through an emphasis on self-directed learning and independent research.

- Encourage students to identify and apply relevant critical frameworks drawn from their degree programme and relevant to their professional interests.

- Demonstrate independent thinking in the application and development of theoretical/practical projects.

- To conduct extensive and independent research using appropriate methods (this builds on JCM2305 Investigative Techniques).

12.	**Learning outcomes**
	Knowledge
	1. In-depth understanding of a specific issue relating to their specialist programme of study and of how to represent this in a sophisticated manner within the framework of their self-devised project.
	2. Understand the relationship between the form and content of their work and the critical and ethical considerations involved in addressing the proposed reader/viewer/user of the final work.
	3. Demonstrate an ability to draw appropriately on frameworks from previous modules in their programme of study, identifying and applying theoretical, practical and methodological approaches relevant to the development of their self-devised project.
	4. How to tailor a research design and method according to a specific project.
	Skills
	On completion of this module, the successful student will be able to demonstrate:
	5. Effective time management in the development, planning and production of a sustained piece of self-directed work.
	6. Skills in negotiating with a supervisor, dealing with feedback constructively and translating this, appropriately, into the execution of their project.
	7. Advanced skills in developing an independent project from proposal to final realisation, contextualising the work within an appropriate body of existing practice.
	8. Academic writing and referencing skills, developed and demonstrated either through the writing of a reflection, dissertation or reflection piece.
13.	**Syllabus**
	The independent project represents the culmination of the theoretical and practical learning and assessment the student has engaged in over the course of their degree.
	Pathway 1 will focus on writing a dissertation, which will be based on theory and/or empirical research.
	Pathway 2 includes: a final creative project, which gives the student creative licence to produce a journalistic piece of their choosing; and an extended essay about an issue that is related to the project and the student's research interests.

	Pathway 3 is a work placement module. Within the module is the opportunity to reflect on the placement critically, using theory, and write an essay on an issue that relates to the placement/industry and the student's research interests.

The module will involve some lectures and workshops in the first weeks. This will provide the foundational knowledge students will need to get started and succeed in developing and executing an independent project of this nature. |
| 14. | **Learning, teaching and assessment strategy**

Learning and Teaching

The module will be taught through online lectures, online workshops and individual supervision. The first weeks of the module will be organised around a set text and key readings, which will be available from MyLearning.

The project outline (and the chosen pathway) is proposed by the student and approved by the module leader by the end of week 5 in the autumn semester. During this period a series of online lectures and online workshops will help students to make their decision, and inform them of the academic expectations and assessment criteria connected to completing their independent project. From week 7 onwards a supervisor will be assigned to advise the student throughout the remainder of the module.

Assessment

Formative assessment will be required in the way of plans, a literature review and a drafts and feedback will be provided in written and oral form after each scheduled formative submission.

Summative assessment will be based on:

Pathway 1

A dissertation

1. An 8,000 word dissertation, 100% (Learning outcomes 1, 2, 3, 4, 5, 6, 7, 8).

Pathway 2

A creative project and an extended essay

1. Creative practical work, 40% (Learning outcomes 1, 5, 7).
2. Supporting planning/research documentation, 10% (Learning outcomes 1, 4, 5, 7).
3. Extended essay, 50%, 4,000 words (Learning outcomes 2, 3, 6, 8). |

	Pathway 3	
	A work placement, reflection and essay 1. The student must secure a work placement in the journalism and communications industries of at least ten working days (80 hours) in length and approved by Middlesex. This must have been completed by the start of the student's final academic year. 2. A critical work placement reflection, 30%, 2000 words (Learning outcomes 1, 2, 5, 6, 7, 8). 3. Extended essay, 70%, 5000 words (Learning outcomes 2, 3, 6, 8).	
15.	**Assessment weighting**	**Pathway 1.** Dissertation 100% **Pathway 2.** Creative practical work 40% Supporting documentation 10% Critical reflection 50% **Pathway 3.** Work placement of at least 10 working days. Work placement reflection 30% Extended essay 70%
	Seen examination	N/A
	Unseen examination	N/A
	Coursework (no examination)	100%
16.	**Timetabled examination required**	N/A
17.	**Length of exam**	N/A
18.	**Learning materials**	

Essential

Bell, J, 2005. *Doing your research project*, (Fourth Edition), Buckingham: OUP.

Berger, A., 2011. *Media and communication research methods: an introduction to qualitative and quantitative approaches.* London: Sage.a

Greetham, B. 2014. *How to write your undergraduate dissertation*.

Murray, R, 2006. *How to write a thesis*, (Second Edition), London: OUP. New York: Palgrave Macmillan.

Recommended

Bertrand, I., 2005. *Media research methods: audiences, institutions, texts.* Basingstoke: Palgrave Macmillan.

Davies, M.M., 2006. *Practical research methods for media and cultural studies: making people count.* Edinburgh: Edinburgh University Press.

Greetham, B., 2009. *How to write your undergraduate dissertation.* Basingstoke: Palgrave Macmillan,

Walliman, N.S.R. 2011. *Research methods: the basics.* London: Routledge.

And for your work placement and critical reflection:

Baker, Sarah and Hesmondlagh, David. 2011. *Creative Labour: media work in three cultural industries*. London and New York: Routledge.

Deuze, M., 2012. *Managing Media Work*. London: Sage.

Fanthome, C. 2004. *Work Placements – A Survival Guide for Students,* Basingstoke: Palgrave Macmillan.

Hargreaves, J., and L. Page. 2013. *Reflective practice*. London: Wiley.

Hesmondhalgh, D. 2007.*The cultural industries*. London: Sage.

	Ramaker, T., J. van der Stoep, and M. Deuze. 2015. 'Reflective practices for future journalism: the need, the resistance, and the way forward', *Journal of the European Institute for Communication and Culture*, 22(4). http://dx.doi.org/10.1080/13183222.2015.1091622						
19.	Module run (NB. These should be set up 4 years in advance):						

	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE		
	2018-2019	1-2		Oct	Apr	60	HE		
	2019-2020	1-2		Oct	Apr	60	HE		
	2020-2021	1-2		Oct	Apr	60	HE		
	2021-2022	1-2		Oct	Apr	60	HE		

20.	Timetabling information	
	(a) Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	NO
	LABORATORY(LAB)	NO
	WORKSHOP (WRK)	NO
	(b) Timetabled	YES
	(c) Student centrally allocated	YES

1.	Short code	JCM3301
2.	Title	Entrepreneurship
3.	Level	6 – UG
4.	Credit points	30
5.	Start term	Autumn Term 2018
6.	Subject	Journalism and Communication
7.	Module Leader	Sophie Knowles, Hendon Campus S.Knowles@mdx.ac.uk
8.	Accredited by	
9.	Module restrictions	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 6
	(d) Other restrictions or requirements	
10.	Automatic deferral	No
11.	**Aims** This module aims to: • Enable students to understand and develop an awareness of, and capacity for, innovation and enterprise through the initiation and exposition of a proposal and business plan with creative and commercial potential. • Develop students' core entrepreneurial skills, including networking, negotiation, presentation, pitching, skills, project planning, time management and market research. • Encourage students to apply their acquired knowledge of journalism, media industries, and new and emerging media processes and techniques to opportunities for self-employment, entrepreneurship and business start-ups.	
12.	**Learning outcomes** Knowledge On completion of this module the successful student will have acquired knowledge and understanding of: 1. The methods for identifying, analysing and articulating a business opportunity. 2. The qualities and characteristics necessary for developing entrepreneurship.	

	3. Criteria for the evaluation of opportunities, of teams and team members, of themselves and their own entrepreneurial capabilities. Skills On completion of this module the successful student will have developed skills in: 4. Identifying, evaluating, analysing and articulating a business opportunity in the media, communications and creative industries. 5. Reviewing, assessing and evaluating the skills, expertise and qualities in individuals and teams appropriate to the entrepreneurial project at hand. 6. Evaluating their own entrepreneurial capabilities and reflecting on learning about entrepreneurship.
13.	**Syllabus** The Entrepreneurship module represents an opportunity for students to engage with realistic scenarios they are likely to encounter in one or more periods during any career in the media industries. Through seminars, directed study and experiential learning the module will explore the employment and self-employment opportunities in these industries. It will do so through practical and theoretical examination of business and business principles. It will also draw on the theoretical learning of earlier modules in establishing the current and potential future direction of the media industries and relating them to the development of markets for various media products. Social, psychological and other life skills will be engaged to reveal and develop the students' entrepreneurial capacities. These will be deployed in combination with their acquired knowledge of journalism, media industries, and new and emerging media processes and techniques.
14.	**Learning, teaching and assessment strategy** This module will deliver virtual learning experience, using *asynchronous* methods - where you watch, read, write and interact in your own time - and *synchronous* methods – i.e. using online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work. Learning will be developed through participation in a range of entrepreneurial activities organised by the tutor and by the students themselves. Students develop ideas for a commercially viable project or business connected with the media/creative industries, or for a sustained period of self-employment. Students are expected to work independently on their projects outside of the scheduled teaching time and update their tutor through assigned tutorials and regular email.

Assessment Scheme

Formative: Brainstorming paper and outline of initial ideas, with brief SWOT analysis.

Formative: Market Research.

Summative:

Assessment 1, 1300-word business idea and plan, to include market research 40% (Learning outcomes 1, 2, 4, 5)

Assessment 2, 2000-word business report 60%, to include reflection on the delivery of the planned business to market, or the progress, or lack of, in bringing the business to market (Learning outcomes 2, 3, 4, 5, 6).

15.	**Assessment weighting**	1. Business idea and plan 40%. 2. Business Report. 60%
	Seen examination	N/A
	Unseen examination	N/A
	Coursework (no examination)	N/A
16.	**Timetabled examination required**	N/A
17.	**Length of exam**	N/A
18.	**Indicative learning materials**	

Essential:

Barrow, C., P. Barrow P, and R. Brown. 2008. *The Business Plan Workbook: The Definitive Guide to Researching Writing Up and Presenting a Winning Plan.* 6th ed. London. Kogan Page.

Casson, M, B. Yeung and A. Basu. 2008. *The Oxford Handbook of Entrepreneurship*. Oxford. Oxford University Press.

Burns, P. 2010. *Entrepreneurship and Small Business: Start-up, Growth and Maturity.* 3rd ed. Basingstoke. Palgrave MacMillan

Recommended:

Chapman, N. and J. Chapman, J. 2006. *Web Design: A Complete Introduction*. Chichester. John Wiley & Sons.

Rae, D., 2007.   *Entrepreneurship: From Opportunity to Action*. Basingstoke. Palgrave MacMillan.

Stokes, D. and N. Wilson. 2010. *Small Business Management and Entrepreneurship*. 6th ed. Andover. CENGAGE Learning Business Press.

Key Journal(s):

International Journal of Small Business

Journal of Entrepreneurship

WebLogic Developer's Journal

Key Website(s):

WestFocus Introduction to Entrepreneurship Learning
http://www.westfocus.org.uk/entrepreneurship/11/12_Intro.aspx

UK Intellectual Property Office http://www.ip.gov.uk

Small Business and Entrepreneurship Resources
http://www.prenhall.com/scarbzim/html/resource.html

| 19. | **Module run** (NB. These should be set up 4 years in advance): |

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2017-18	1-2		Oct	Apr	60	HE
2018-19	1-2		Oct	Apr	60	HE
2019-20	1-2		Oct	Apr	60	HE
2020-21	1-2		Oct	Apr	60	HE

| 20. | **Timetabling information** |

(a) Please indicate which teaching activities will be offered in this module*:

	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY(LAB)	NO
	WORKSHOP (WRK)	YES
	(b) Timetabled	YES
	(c) Student centrally allocated	YES

1.	Short code	JCM3302
2.	Title	Long-Form Journalism
3.	Level	6 – UG
4.	Credit points	30
5.	Start term	Autumn term 2018
6.	Subject	Journalism and Communication
7.	Module Leader	Kurt Barling, Hendon Campus K.Barling@mdx.ac.uk
8.	Accredited by	
9.	Module restrictions	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 6
	(d) Other restrictions or requirements	
10.	Automatic deferral	No
11.	**Aims** This module aims to: • Enable students to identify and apply relevant critical frameworks to the concept of long-form journalism • Enable students to demonstrate high level practical skills in the execution of a complex and large-scale project relevant to the field of journalism; • Develop professional competence in researching, planning and producing long-form journalism	
12.	**Learning outcomes** Knowledge On completion of this module, the successful student will have acquired knowledge and understanding of: 1. The critical and theoretical aspects of long-form journalistic pieces and practices. 2. The impact of practical, financial and legal constraints on editorial production. 3. The relationship between the form and content of long-form piece and the critical and ethical considerations involved in addressing the proposed reader/viewer/user of the produced work.	

	Skills

On completion of this module, the successful student will have developed the following skills:

4. Effective time and project management in the development, planning and production of a sustained piece of self-directed work.
5. An ability to identify and research ideas that can be developed into a long-form piece of journalism.
6. An ability to produce material which works within and against institutional and professional constraints.
7. An ability to evaluate and reflect upon the process of producing long-form journalism and the value of the final output. |
| **13.** | **Syllabus**

This module prepares students for researching and producing long-form journalism from conception to consumption. Students take a systematic approach to long-form journalism, developing in-depth research methods and storytelling techniques, along with practical skills in writing, broadcasting, or digital journalism. These include research, interviewing, scripting and writing for different platforms. Student will become skilled in both form and content, able to tell a story by effectively using all aspects of a medium.

The module introduces students to the key concepts and genres of documentary journalism, narrative or literary journalism, slow journalism and investigative journalism. It provides you with the knowledge to critically evaluate long-forms across a range of genres and emerging platforms and explore some of the ethical issues of producing these pieces of journalism. Some of the questions discussed on the module are: What new possibilites does the digital environment provide to narrative journalism? What role does mobile technology play in the rise of narrative journalism? Which ethical issues should be considered in investigative and immersion reporting? Which techniques and practices can be employed when researching stories for long-form pieces of journalism? |
| **14.** | **Learning, teaching and assessment strategy**

Learning and Teaching

This module will deliver virtual learning experience, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work. |

Materials and lectures will be digitally available, there will be tasks to complete online and offline, and you will engage in both group and individual learning activities.

Assessment

Formative assessment will be provided in one-to-one tutorials and in written form after each scheduled formative submission.

Summative assessment will be based on two elements; both of which will be due toward the end of the module:

Assessment 1.

A piece of long-form. This must be delivered as a piece of written journalism, digital journalism, video or a radio package, 60% (Learning outcomes 3, 5, 6).

- Written 1800 words
- Audio 13-15 minutes.
- Video 9-11 minutes.
- Multi-modal 10-11 minutes overall consumption time. Text as main 900 words; Audio as main 7-8 minutes; Video as main 5-6 minutes.

Assessment 2.

1500 word critical reflection, 40% (Learning outcomes 1, 2, 4, 7).

15.	**Assessment weighting**	1. Creative practical work 60% 2. Critical reflection 40%
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
16.	**Timetabled examination required**	NO
17.	**Length of exam**	n/a
18.	**Learning materials** Essential: Miller, B. 2012. *Tell it slant: creating, refining, and publishing creative nonfiction*, New York: McGraw-Hill.	

Gaines, W. 2008. *Investigative journalism: proven strategies for reporting the story*, Washington D.C.: CQ Press.

Recommended:

Bak, J. and B. Reynolds. 2011. *Literary Journalism Across the Globe: Journalistic Traditions and Transnational Influences,* Amherst: University of Massachusetts Press.

Beliveau, R. 2012. The Critical Intersection of Documentary & Journalism: Hell House and Rhetorical Articulation, *Atlantic Journal of Communication*, 20(2): 86-100.

Dowling, D. 2016. The Business of Slow Journalism, *Digital Journalism*, 4(4): 530-546.

De Burgh, H. 2008. *Investigative journalism,* London: Routledge.

Drok, N. and L. Hermans. 2016. Is there a future for slow journalism?, *Journalism Practice*, 10(4): 539-554.

Edwards, V. 2016. *Research skills for journalists,* London: Routledge.

Hemley, R. 2012. *A Field Guide for Immersion Writing: Memoir, Journalism, and Travel*, Athens, GA: University of Georgia Press.

Iorio, S. ed., 2009. *Qualitative Research for Journalism: Taking it to the Streets,* London: Taylor and Francis

Keeble, R. L. and Tulloch, J. 2012. *Global Literary Journalism: Exploring the Journalistic Imagination,* Oxford: Peter Lang.

Lancaster, K. 2013. *Video journalism for the web: a practical introduction to documentary storytelling,* New York: Routledge.

Le Masurier, M. 2015. What is Slow Journalism?, *Journalism Practice*, 9(2): 138-152.

Le Masurier, M. 2016. Slow Journalism, *Digital Journalism*, 4(4): 405-413.

Levenson, E. 2015. *Creativity and feature writing: how to get hundreds of new ideas every day*, Abingdon: Routledge.

Mair, J. and R. Keeble. 2011. *Investigative journalism: dead or alive?,* Bury St. Edmunds: Abramis.

Murchison, J. M. 2010. *Ethnography essentials: designing, conducting, and presenting your research*, San Francisco, Calif: Jossey-Bass.

Neveu, E. 2016. On not going too fast with slow journalism, *Journalism Practice*, 10(4): 448-460.

	Quinn, S. and S. Lamble. 2007. *Online newsgathering: research and reporting for journalism*, Oxford: Focal Press.
	Sumner, D. 2009. *Feature & magazine writing: action, angle and anecdotes,* Chichester: Wiley-Blackwell.
	Tulloch, J. 2014. Ethics, trust and the first person in the narration of long-form journalism, *Journalism*, 15(5): 629-638.

| 19. | **Module run** (NB. These should be set up 4 years in advance): |

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2019-20	1-2		Oct	Apr	60	HE
2020-21	1-2		Oct	Apr	60	HE
2021-22	1-2		Oct	Apr	60	HE
2022-23	1-2		Oct	Apr	60	HE

| 20. | **Timetabling information** |

(a) Please indicate which teaching activities will be offered in this module*:

LECTURE (LEC)	NO
SEMINAR (SEM)	YES
LABORATORY(LAB)	NO
WORKSHOP (WRK)	NO
(b) Timetabled	YES
(c) Student centrally allocated	YES

1.	Short code	JCM3303
2.	Title	Journalism, Money and Power
3.	Level	6 – UG
4.	Credit points	30
5.	Start term	Autumn term 2018
6.	Subject	Journalism and Communication
7.	Module Leader	Sophie Knowles, Hendon Campus, s.knowles@mdx.ac.uk
8.	Accredited by	
9.	Module restrictions	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 6
	(d) Other restrictions or requirements	
10.	Automatic deferral	No
11.	Aims	

11. **Aims**

- Provide students with the knowledge and the tools to analyse the relationship(s) between journalism, money and power.
- Deconstruct the ways in which the news media industry is shaping, framing, (re)presenting, and even influencing, the ways in which we view our own power structures.
- Interrogate these issues to better understand the role journalism plays at the centre of mediating power: shaping it, supporting it, representing and framing it, and holding it to account.

12. **Learning outcomes**

Knowledge

On completion of this module, the successful student will be able to:

Understand

	1. The complex and often synonymous relationship that exists between journalism, money and different power structures, including politics and how different news media (re)presents, frame, and define money and power. 2. Contemporary and historical case studies that demonstrate relations between journalism, money and power, including, for example, cases such as the release and reporting of the Panama papers. 3. The financial, logistical and cultural practicalities that confront the news media when they report on complex economic, political and ideological realities. Skills This module will call for the successful student to demonstrate: 4. News analysis, reflective and critical thinking using case studies and different news media. 5. Ability to deconstruct and analyse the relationship between journalism, money and power, both critically and creatively. 6. Ability to identify, explore and communicate the position and role journalism plays in the reporting of, or the relationship between, money and power.
13.	**Syllabus** This module is designed to encourage students to think about the role played by journalism, money and power during a number of contemporary and historical crises, case studies and socio-political and cultural developments. How tangled are politics with economics, and how does journalism perform its watchdog function by holding power to account if they themselves are suffering from their own form of crisis? What are the power structures behind journalism that affect and influence its production? How do journalism, money and power interrelate? This module interrogates and deconstructs these issues to better understand the role journalism plays at the centre of mediating power: shaping it, supporting it, representing and framing it, and holding it to account.
14.	**Learning, teaching and assessment strategy** *Learning and Teaching* This module will deliver virtual learning experience, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using online classes where you interact with tutors and fellow students in small groups and

pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work.

Assessment

Formative assessment will be provided in one-to-one tutorials and in written form after each scheduled formative submission.

Summative assessment will be based on three elements:

1. Critical essay, 2000 words, 40% (Learning outcomes 1, 3, 4).
2. Creative piece,

Produce a piece of journalism, or a creative equivalent – such as a documentary, news package, photo gallery (discuss with your tutor) – that explores some of the themes from the module, 50% (Learning outcomes 2, 5, 6).

3. Critical reflection.

It is important to make connections with the module and demonstrate understanding of key theories and texts. 800 words, 10% (Learning outcomes 3, 4, 5).

15.	**Assessment weighting**	Essay 40%
		Creative project 50%
		Critical reflection 10%
	Seen examination	N/A
	Unseen examination	N/A
	Coursework (no examination)	100%
16.	**Timetabled examination required**	N.A
17.	**Length of exam**	N.A
18.	**Learning materials**	

Essential (indicative):

Basu, L, S. Schifferes, S. Knowles. 2017. *The media and austerity: comparative perspectives*. London: Routledge.

Davies, N. 2009. *Flat Earth News:* an award-winning reporter exposes falsehood, distortion and propaganda in the global media. London: Vintage.

Hearns-Branaman, Jesse. 2016. *Journalism and the philosophy of truth: beyond objectivity*. London: Routledge.

Knowles, S, G. Phillips and J. Lidberg, 2015, Reporting the Global Financial Crisis: A Longitudinal Tri-Nation Study of Mainstream Financial Journalism, *Journalism Studies*

Recommended (indicative):

Lewis, J, A. Williams, and B. Franklin. 2008. A Compromised Fourth Estate? UK News Journalism, Public Relations and News Sources. *Journalism Studies* 9 (1): 1–20.

O'Leary, D., and C. Tryhorn. 2012. *Voicing the Public Interest: Listening to the Public on Press Regulation. Better Journalism*. Dunfermline: Carnegie UK Trust and Demos.

Parsons, W. 1989. *The Power of the Financial Press: Journalism and Economic Opinion in Britain and America*. New Brunswick: Rutgers University.

Picard, R., M. Selva, and D. Bironzo. 2014. *Media Coverage of Banking and Financial News*. Oxford: Reuters Institute for the Study of Journalism.

Tiffen, Rodney. 1989. *News and Power*. Sydney: Allen and Unwin.

Tumber, H. 1993. Selling Scandal: Business and the Media. *Media, Culture & Society* 15 (3): 345–361.

Usher, N. 2013. Ignored, Uninterested, and the Blame Game: How the New York Times, Marketplace, and TheStreet Distanced themselves from Preventing the 2007–2009 Financial Crisis. *Journalism* 14 (2): 190–207.

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19. | **Module run** (NB. These should be set up 4 years in advance):

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2018-19	1-2		Oct	Apr	60	HE
2019-20	1-2		Oct	Apr	60	HE

	2020-21	1-2		Oct	Apr	60	HE
	2021-22	1-2		Oct	Apr	60	HE
20.	**Timetabling information**						
	(a) Please indicate which teaching activities will be offered in this module*:						
	LECTURE (LEC)					NO	
	SEMINAR (SEM)					YES	
	LABORATORY(LAB)					NO	
	WORKSHOP (WRK)					NO	
	(b) Timetabled					YES	
	(c) Student centrally allocated					YES	

1.	**Short code**	JCM3304
2.	**Title**	Global Journalism and News Cultures
3.	**Level**	6 – UG
4.	**Credit points**	30
5.	**Start term**	Autumn term 2018
6.	**Subject**	Journalism and Communication
7.	**Module Leader**	Sophie Knowles, Hendon Campus S.Knowles@mdx.ac.uk
8.	**Accredited by**	
9.	**Module restrictions**	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 6
	(d) Other restrictions or requirements	
10.	**Automatic deferral**	No
11.	**Aims**	

This module aims to:

- Introduce students to global journalism as a concept, a way of researching the expanding news media landscape, and of practising journalism.
- Explore the ethics and nature of journalism that is being created in, and exported by, different countries.
- Compare the approach of journalists, as well as the quality and style of reporting of global news media outlets.
- Teach students about some of the rapid changes that are taking place and some of the forces that are influencing these changes in the 21st century, such as globalization.
- Encourage and teach students how to think critically about and analyse different forms of journalism and news cultures and apply the theory they have learned and produce global journalism that writes with a global audience in mind.

12.	**Learning outcomes**
	Knowledge
	On completion of this module, the successful student will be able to:
	Understand
	1. Different forms of journalism across the globe in different news cultures, systems, mediums and the key political, economic, and cultural changes that have implications for the practice of journalism.
	2. How news systems and the news cultures within them are developing, changing and responding to forces of globalization and technological advances.
	3. How different news cultures are reporting and how they are represented and how this can impact the reporting of different events.
	Skills
	This module will call for the successful student to demonstrate:
	4. Advanced news analysis and critical thinking skills as they will consider specific and contemporary news cultures that are impacting the globe at different speeds and in different capacities.
	5. The ability to analyse the ways in which certain events have been covered globally and why.
	6. Students will be able to explore and reflect on the theories and concepts they have learned both critically and creatively.
13.	**Syllabus**
	This module covers some of the key theories, and phenomena that are influencing the way we are informed about global news and events. The approach of this module is two-fold: to analyse how the news media landscape is responding to a globalizing world, but also to understand some of the nuances that can be found within different countries and cultural systems. How can we understand this new phenomenon, including the ways different countries and different cultures report – and are reported on? This involves theorizing, the research and analysis of, but also the creation of global journalism.
14.	**Learning, teaching and assessment strategy**
	Learning and Teaching
	This module will deliver virtual learning experience, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work.

Materials and lectures will be digitally available, there will be tasks to complete online and offline, and you will engage in both group and individual learning activities.

The module will be organised around a set text and key readings, which will be available from Moodle or accessed online via the library.

In the second term you will apply your theory and start developing your own global story ideas. Tutors will provide tutorials online, and you will pitch your ideas during our online classroom workshops and breakout sessions.

Assessment

Formative assessment will be provided in one-to-one tutorials and in written form after each scheduled formative submission.

Summative assessment will be based on two elements; Assessment 1 will be due at the start of term 2 and Assessment 2 at the end of the module:

Assessment 1, 1500-word critical essay, 50% (Learning outcomes 1, 2, 4).

Assessment 2, 1500-word piece of journalism, 50% (Learning outcomes 1, 5, 3, 6).

15.	**Assessment weighting**	1. Critical essay 50%
		2. Global Journalism 50%
	Seen examination	N/A
	Unseen examination	N/A
	Coursework (no examination)	100%
16.	**Timetabled examination required**	N/A
17.	**Length of exam**	N/A
18.	**Learning materials**	

Essential (indicative):

Hallin, D., and P., Mancini. 2011. *Comparing media systems beyond the western world.* Cambridge: Cambridge University Press.

Kalyango, Y., and D., Mould. 2014. *Global journalism practice and new media performance*. Basingstoke: Palgrave Macmillan.

Van Leuven, S., and P., Berglez. 2015. Global Journalism between Dream and Reality, *Journalism Studies*, DOI: 10.1080/1461670X.2015.1017596.

Winseck, D., and D., Yong Jin. 2011. *The Political Economies of Media: The Transformation of the Global Media*. London: Bloomsbury Publishing.

Recommended (indicative):

Forthcoming:

New book series on international journalism by Reuters Institute – *Reuters Institute Global Journalism Series*.

Berglez, P. 2008. What is global journalism? *Journalism Studies*, 9, 845-858.

Löffelholz, Martin, Weaver, David H. 2008. *Global journalism research: theories, methods, findings, future*. London: Wiley-Blackwell.

Poell, Thomas and Borra, Erik. 2012. Twitter, YouTube, and Flickr as platforms of alternative journalism: The social media account of the 2010 Toronto G20 protests, *Journalism*, 13: 695.

19.	**Module run** (NB. These should be set up 4 years in advance):						
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
	2018-19	1-2		Oct	Apr	60	HE
	2019-20	1-2		Oct	Apr	60	HE
	2020-21	1-2		Oct	Apr	60	HE
	2021-22	1-2		Oct	Apr	60	HE

20.	**Timetabling information**	
	(a) Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	NO
	SEMINAR (SEM)	YES
	LABORATORY(LAB)	NO
	WORKSHOP (WRK)	NO

	(b) Timetabled	YES
	(c) Student centrally allocated	YES

1.	**Short code**	JCM3305
2.	**Title**	The Newsroom
3.	**Level**	6 - UG
4.	**Credit points**	30
5.	**Start term**	Autumn term 2018
6.	**Subject**	Journalism and Communication
7.	**Module Leader**	Kurt Barling, Hendon Campus, K.Barling@mdx.ac.uk
8.	**Accredited by**	
9.	**Module restrictions**	
	(a) Pre-requisite	
	(b) Programme restriction	
	(c) Level restrictions	Level 6
	(d) Other restrictions or requirements	
10.	**Automatic deferral**	No
11.	**Aims**	

This module aims to:

- Build on JCM1303 Journalism skills and JCM2301 Multimodal journalism by enabling students to produce multi-platform and digital media output.
- Develop skills in operational procedures and best practice in a professional newsroom environment.
- Develop the practice of reflection on performance through sessional debriefs and constructive criticism.

12.	**Learning outcomes**

Knowledge

On completion of this module, the successful student will have acquired knowledge and understanding of:

1. Newsroom practices and behaviours including editorial decision processes.
2. Professional newsroom environment and pressures on professional practice in a working newsroom.
3. News presentation and output, in regards to law, ethics, and audiences.

	Skills
	On completion of this module, the successful student will have developed the following skills:
	4. Reflecting on the execution of the relevant production and technical craft roles. 5. Constructing original, accurate and engaging journalism. 6. Applying advanced multimedia journalism techniques and practices. 7. Constructing and presenting arguments and communicating these effectively.
13.	**Syllabus** The Newsroom module is set to introduce students to relevant concepts concerning professional newsroom environments and practices, including professional socialisation, production workflows, gatekeeping practices, and the impact of convergence. It also aims to give students practical skills in operating in a multi-platform and digital newsroom environment through a series of Newsdays. This module takes the journalism skills developed at Levels 4 and 5 and uses them as the basis of a full examination of the construction and delivery of multi-platform news bulletins and feature packages in a Newsday setting. Working as members of news teams allocated with specific duties, students will generate material in between Newsdays to demonstrate their professional abilities in all aspects of practical news and feature production involving researching, writing, reporting, presentation, editing and management. Students will attend planning meetings in advance of their Newsdays, where they will set the agenda for their gathering activities. They will be expected to generate sufficient material to produce and present relevant and engaging output to prescribed deadlines. There will be opportunity to receive voice and presentation coaching to support broadcast work and to improve self-confidence and self-promotion.
14.	**Learning, teaching and assessment strategy** In the first term, this module will deliver virtual learning experience, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work. In the second term, you will participate in a series of multi-platform and digital Newsdays. Students will be required to work largely independently with remote supervision from the tutor between Newsdays. They will be expected to prepare for production days with activities including recces and pre-shoots, attending online planning meetings and technical, editorial and design online workshops that will enable them to learn and apply new skills and aptitudes using news scenarios and simulations.

Independent learning

- Students will be required to spend time reading core (essential) readings.
- Students will be required to research and gather information and other relevant materials in preparation for Newsdays.

Assessment

Formative assessment will be embedded in the delivery of teaching, providing students with the opportunity to receive feedback on their performance before the final summative deadlines.

Summative assessment will be based on three elements:

1. Critical essay, 1800 words, 30% (Learning outcomes 2, 7).

2. Critical reflection on performance in Newsdays, 1800 words, 30% (Learning outcomes 1, 4).

3. Extended piece of multimedia journalism, 40% (Learning outcomes 3, 5, 6).

15.	**Assessment weighting**	1. Essay 30% 2. Critical reflection 30% 3. Multimedia journalism 40%
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
16.	**Timetabled examination required**	NO
17.	**Length of exam**	n/a
18.	**Learning materials**	

Essential

Groves, J. & Brown, C. (2016), *The lean newsroom: a manifesto for media change*, Focal Press, New York.

Quinn, S. (2002), *Knowledge management in the digital newsroom*, Focal, Oxford.

Recommended

Boyles, J.L. (2016) The Isolation of Innovation, *Digital Journalism*, 4(2): 229-246.

Bro, P., Hansen, K.R. & Andersson, R. (2016) Improving productivity in the newsroom? *Journalism Practice*, 10(8): 1005-1018.

Bruin, M.d. & Ross, K. 2004, *Gender and newsroom cultures: identities at work*, Hampton, Cresskill, N.J

Bunce, M. (2017), Management and resistance in the digital newsroom, *Journalism*.

Chadha, K. & Wells, R. (2016) Journalistic Responses to Technological Innovation in Newsrooms, *Digital Journalism*, 4(8): 1020-1035.

Gravengaard, G. & Rimestad, L. (2012) Elimination of ideas and professional socialisation. *Journalism Practice*, 6(4): 465-481.

Kanagasabai, N. (2016) In the silences of a newsroom: age, generation, and sexism in the Indian television newsroom, *Feminist Media Studies*, 16(4): 663-677.

Larrondo, A., Domingo, D., Erdal, I.J., Masip, P. & Van den Bulck, H. (2016) Opportunities and Limitations of Newsroom Convergence, *Journalism Studies*, 17(3): 277-300.

Meyers, M. & Gayle, L. (2015) African American Women in the Newsroom: Encoding Resistance, *Howard Journal of Communications*, 26(3): 292-312.

North, L. (2016) Damaging and daunting: female journalists' experiences of sexual harassment in the newsroom, *Feminist Media Studies*, 16(3): 495-510.

Saldaña, M., Sylvie, G. & McGregor, S.C. (2016) Journalism–Business Tension in Swedish Newsroom Decision Making, *Journal of Media Ethics*, 31(2): 100-115.

Zhang, S.I. (2012) The Newsroom of the Future. *Journalism Practice*, 6(5-6): 776-787.

19.	Module run (NB. These should be set up 4 years in advance):						
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20.	Timetabling information	
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	WORKSHOP (WRK)	NO
	(b) Timetabled	YES
	(c) Student centrally allocated	YES