University of the West of Scotland

Situation Comedy Radio & Television Module Descriptor

Session: 23/24

Title of Module: Avoid using exceptionally long titles (over 45 characters) as this can cause titles to cut off in Banner)Click or tap here to enter text.			
Code: BROA09009	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	Chris Gilgallon		

Summary of Module
This module will examine the post-war development of situation comedy within the UK and the American broadcasting industry. Students will consider the specificity of the generic and aesthetic conventions associated with both television and radio output. Through the examination of key texts, theoretical perspectives relating to satire, parody and humour will be critically evaluated. In addition, an examination of the relationship between comedy and the representation of particular social, political and institutional groups will also be considered. Students will be invited to reflect on how the genre has provides a critique of the wider culture at particular historical junctures.   • Historical and cultural perspectives on the development of comedy.   • The development of situation comedy.   • The development of satire.   • Situation comedy for television.   • Situation comedy for radio.   • Developing and writing comedy.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid O**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Demonstrate a critical understanding of the development of situation comedy within the broadcasting industry
L2	Explain and utilise key concepts and theoretical approaches relating to the genre
L3	Critically analyse and evaluate key texts within a cultural, political and historical context
L4	Demonstrate an ability to write, produce and evaluate a short script for television or radio output
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **9** a critical understanding of a selection of the principal theories, principles, concepts and terminology a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline
Practice: Applied Knowledge and Understanding	SCQF Level 9. Use a selection of the principles, skills, techniques, practices and/or materials associated with a subject/discipline Practice routine methods of enquiry and or research
Generic Cognitive skills	SCQF Level **9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues Identify and analyse routine professional problems and issues
Communication, ICT and Numeracy Skills	SCQF Level **9** Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example

	Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences
Autonomy, Accountability and Working with others	SCQF Level **9** Exercise autonomy and initiative in some activities at a professional level

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Asynchronous Class Activity	36
Independent Study	102
Tutorial/Synchronous Support Activity	26
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Click or tap here to enter text.The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Dunne, W. (2009) The Dramatic Writer's Companion: Tools to Develop Characters, Cause, Scenes & Build
Stories

Jones, G. (1995) Honey I'm Home: Sitcoms, Selling the American Dream, New York: New York University Press

Putterman. B (1995) On TV Comedy: Essays on Style, Theme, Performer and Writer London: McFarland & Co.

Stephen, R. (1998) Because I tell a Joke or Two: Comedy, Politics and Social Difference: London: Routledge

Spangler, L. C. (2005) Television Women From Lucy to Friends: Fifty Years of Sitcoms and Feminism, London:
Praeger

Byrne, John & Powell, Marcus (2003) Writing Sitcoms, London, A&C Black

Hodenberg, Christina von, (2015), Televisions Moment: Sitcom Audiences and the Sixties Cultural Revolution, New York, Berghahn Books First paperback edition.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Minimum 75% attendance

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Arts & Media
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Arts & Media
Moderator	Daniel Twist
External Examiner	Neil Hollins
Accreditation Details	Skillset
Changes/Version Number	2.07

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1 Submission of essay. 30%
Assessment 2 Submission of filmed / recorded script. 70%
Assessment 3 – Free Text
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.   (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Submission of essay	✓	✓	✓	✓		30%	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Submission of filmed / recorded script	✓	✓	✓		✓	70%	

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)