

## University of the West of Scotland

## Module Descriptor

Session: 2024/2025

<b>Title of Module: Journalism &amp; Society</b>			
<b>Code: JOUR09008</b>	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Dr Margaret Hughes		
<b>Summary of Module</b>			
<p>Underpinning the module is the need for students to gain both knowledge and skills that contribute to their employability. In the 21st century it can safely be assumed that every organisation is a media organisation and that we all need to understand and have an appreciation of how this impacts and influences practice in the work place. The news media is ubiquitous in our society, its influence is far reaching and its impact is pervasive.</p> <p>The module will critically examine the relationship between the news media and how it impacts and influences society. It will identify and analyse a range of social and cultural practices operating within and around the news media, and addresses core concerns surrounding news media and journalism in society, including ownership and control and how the mass media, particularly the news media, can influence the social, cultural, economic and political lives in a society.</p> <p>The module will also examine news media effects on mass culture and representations of different groups within society both within the context of journalism and sports journalism. Themes covered will include the relationship between sports and the news media; representations of race, gender and nationality, including in sports journalism; and the political and ideological manipulation of sport via media coverage.</p> <p>The module will seek to promote an understanding of the significance of the news media in contemporary social life, popular culture, and politics.</p> <p>Students will develop an ability to critically discuss and analyse issues relating to the news media in society, drawing upon both theory and empirical evidence. On completion of this module students will have an awareness of the power, role and impact of the news media in modern society.</p> <p>The assessment approaches adopted will enable students to undertake critical evaluation of the news media and explore this in essay format. However, there will also be an opportunity for students to produce alternative artefacts in assessment,</p>			

support and tuition will be given in producing shorts films and/or audio that enables issues to be explored.

Society cannot evade the power of journalism and the news media in how it learns to understand itself; this module will enable our students to embrace the opportunity to do this and then allow it to inform them in other aspects of their practice and study.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 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 topical debates, theories and perspectives on the role of the news media in contemporary society
L2	Communicate complex arguments and ideas relating to theoretical analyses of the relationship between the news media and society
L3	Demonstrate analytical skills and competencies in the examination of relationships between the news media and society

L4	Apply appropriate academic techniques and conventions in the development of assessed work, undertaking appropriate independent research
L5	Click or tap here to enter text.
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 9</b></p> <p>Demonstrating a broad and integrated critical understanding of a wide range of classical and contemporary concepts and theories relevant to a social scientific understanding of news media and journalism.</p> <p>Demonstrating the ability to evaluate by means of discussion and debate of key areas related to journalism and society, such as models of media effects and theoretical perspectives on journalism and news media.</p> <p>A critical understanding of a selection of the principal theories, principles concepts and terminology in the study of the news media and society</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 9</b></p> <p>Retrieving a variety of primary and secondary sources relating to the social scientific study of the news media.</p> <p>Using and developing a range of the principle skills and practices associated with social scientific analyses, including engaging with and analysing a range of texts and electronic sources in the production of assessments relating to journalism and the news media.</p>
Generic Cognitive skills	<p><b>SCQF Level 9</b></p> <p>Using a range of primary and secondary sources in order to develop an understanding of the use of theories and models related to the news media.</p> <p>Undertaking critical analysis, evaluation and syntheses of ideas and concepts relating to journalism and society through the assessment mechanism.</p>
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 9</b></p> <p>Communicating complex arguments and ideas effectively in both oral and written form through informal class discussions,</p>

	engagement and debates, communication via the VLE and through the production of assessment Use a range of IT applications to support and enhance work Engaging with VLE to access course calendar and module material.	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 9</b></p> <p>Exercising autonomy and initiative while fulfilling assessment criteria through research and the production of the assessment.</p> <p>Engaging with peers, taking into account own and others' roles and responsibilities in relation to preparation and discussion in seminar classes.</p> <p>Developing and extending time management skills in the preparation for seminars and assessments.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	18
Independent Study	146

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Cohen, S. (2002). <i>Folk Devils and Moral Panics</i>. 3rd edn. London: Routledge</p> <p>Deuze, M. &amp; McQuail, D. (2020) <i>McQuail's Mass Communication Theory: An Introduction</i>. 7th ed. London: Routledge</p> <p>Hargreaves, J. &amp; Anderson, E (2010) <i>Routledge Handbook of Sport, Gender &amp; Sexuality</i>, Routledge</p> <p>Rowe, D (2004) <i>Critical Readings: Sport, Culture and the Media</i>, Open University Press.</p> <p>Tortoise.com</p> <p>The Athletic</p>	
<p>(*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)</p>	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>Attendance at all classes &amp; seminars; engagement in group &amp; individual in-class activities.</p>	
<b>Equality and Diversity</b>	

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

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Arts & Media
<b>Moderator</b>	Dr Kenneth Pratt
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	N/A
<b>Changes/Version Number</b>	0/1

### Assessment: (also refer to Assessment Outcomes Grids below)

#### Formative Assessment

There will be a series of formative assessments that will take place at regular intervals throughout the duration of this module in order to inform your learning and to give you feedback.

#### Summative Assessment

Assessment is coursework-based and includes a ten-minute presentation worth 40% of the final mark and a 2,000-word research proposal appropriate to journalism research worth 60%.

Assessment 1: (L/O 1, 3 & 4)

Essay on key concepts in the analysis of journalism and society – 2000 words. (60%)

Assessment 2: L/O 2, 3 & 4 Presentation (in the form of a seminar paper/poster/media artefact) on a current event portrayed in the journalism and the news media and based around one of the key themes explored in the module – 10 mins (40%)

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Presentation	X		X	X		40%	0

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay		X	X	X		60%	0

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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