University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: AMERICAN TV			
Code: BROA10002	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	Daniel Twist		

Summary of Module
This module examines the historical and cultural impact of TV and digital broadcasting within modern America. Students critically analyse and evaluate the historical, political, economic and cultural contexts which underpin much of programming output by the American TV industry; from the TV Network Era to the Post-Network Digital Era and Digital Revolution. With consideration of America's global impact on international broadcast media and influence on wider culture and society.

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	Research popular forms and genres of television programming in the US, giving consideration to the national, historical, political and cultural context in which they were produced and consumed.
L2	Identify and critically evaluate major theoretical debates and paradigms in relation to specific texts and genres.
L3	Demonstrate a critical understanding of the American television industry within the wider international cultural context.
L4	Click or tap here to enter text.
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 **10** A critical understanding of a selection of the principal theories, concepts and principles. A critical awareness of current issues in a subject discipline/and one or more specialisms. An understanding of how media, cultural and creative organisations operate and are managed. Engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Use a range of the principal skills, practices and/or materials associated with a subject/discipline. Execute a defined project of research, development or investigation and identify and implement the relevant outcome.
Generic Cognitive skills	SCQF Level **10**

	Critically review and consolidate knowledge, skills and practices and thinking in a subject/discipline.
	Make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	SCQF Level **10**
	Make formal presentations about specialised topics to informed audiences.
	Communicate with professional-level peers, senior colleagues and specialists
Autonomy, Accountability and Working with others	SCQF Level **10**
	Exercise autonomy and initiative in professional/equivalent activities.
	Exercising autonomy and initiative in assessment production, developing the capacity for independent work.

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
Independent Study	164

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total

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

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

Akass, K. & McCabe, J. (2007) Quality TV: Contemporary American Television Beyond. London: IB Tauris

Leonard. David J. & Troutman Robbins, Stephanie (Eds) (2021) Race in American Television - Voices and Visions That Shaped a Nation. Greenwood.

Lotz, A (2014) The Television Will Be Revolutionized. New York University Press

Lotz, A (2018) We now disrupt this broadcast: how cable transformed television and the internet revolutionized it all, The MIT Press

Mittel J. (2015) Complex Television: The Poetics of Contemporary Television Storytelling. NYU Press

Vaage, M.B. (2015). The Antihero in American Television (1st ed.). Routledge.

In addition, students are directed to the following academic peer reviewed journals for relevant articles and commentary on the most recent debates within the industry.

Journal of American Cultural Studies

Screen International

Critical Studies in Television

Journal articles can be researched via UWS Library.

Click or tap here to enter text.

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

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.

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

Divisional Programme Board	Arts & Media
Assessment Results (Pass/Fail)	Yes ☐ No ☒

School Assessment Board	Arts & Media
Moderator	Chris Gilgallon
External Examiner	T Ware
Accreditation Details	ScreenSkills
Changes/Version Number	2.09

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 – Case Study - 8 minutes Video Presentation 40%
Assessment 2 – 3000 words essay 60%
Assessment 3
(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
Presentation	X	X	X			40	0

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
Essay	X	X	X			60	0

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: 1 (2023-24)