

## University of the West of Scotland

### Module Descriptor

**Session: 2023/2024**

|   |  |                              |   |
|---|--|------------------------------|---|
| <b>Title of Module: News: An international perspective</b>  |  |                              |   |
| <b>Code: JOUR10006</b>  | <b>SCQF Level: 10<br/>(Scottish Credit<br/>and<br/>Qualifications<br/>Framework)</b> | <b>Credit Points:<br/>20</b> | <b>ECTS: 10<br/>(European<br/>Credit Transfer<br/>Scheme)</b> |
| <b>School:</b>  | School of Business & Creative Industries   |                              |   |
| <b>Module Co-ordinator:</b>   | Dr Margaret Hughes   |                              |   |
| <b>Summary of Module</b>  |  |                              |   |
| <p>This module will explore how the UK news media reports on world affairs and events, and look at how the foreign news media reports on the UK.</p> <p>The aim of the module is to provide students with an opportunity to critically analyse the roles and responsibilities of journalists, news organisations and politicians in how international news is gathered and presented.</p> <p>It will provide students with the opportunity to explore how news is created and presented in a range of international settings and will look at issues around regulation and operation across the globe.</p> <p>It will also examine how the news media internationally acts as gatekeepers who set the agenda for public and political debate on a range of issues related to how we see the world. It will seek to explore the challenges presented by governmental and corporate interference in news and how news is told through a range of political, economic, social and cultural lenses.</p> <p>The module builds on advanced research and presentation skills already developed in order to present informed, critical discussion and debate of topical, and sometimes controversial, issues that affect the practice of journalism from an international perspective.</p> <p>Predominant teaching methods will be tutor-led lectures supported by tutorials and seminars. Students will examine the content of news media artefacts to explore and discuss dominant themes.</p> <p>Students will produce a portfolio of journalistic content that explores the themes and issues covered, as well as submit an essay that focuses on theoretical perspectives.</p> |  |                              |   |
| <b>Module Delivery Method</b>   |  |                              |   |

| 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"/> |
| <b>See Guidance Note for details.</b> |                                     |                          |                          |                          |                          |

| Campus(es) for Module Delivery  |                                     |                          |                          |                          |                           |          |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|---------------------------|----------|
| The module will <b>normally</b> 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                                    | <input type="checkbox"/> | Term 2 | <input checked="" type="checkbox"/> | Term 3 | <input type="checkbox"/> |

| Learning Outcomes: (maximum of 5 statements)<br>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.<br>At the end of this module the student will be able to: |   |
|--|---|
| L1   | Critically evaluate and discuss the key concepts, theories and principles surrounding the newsgathering and the presentation of news content from an international perspective.   |
| L2   | Critically evaluate a range of information resources relevant to the study of news from an international perspective.   |
| L3   | Produce a portfolio of journalistic content to a high professional standard that explores themes relevant to international news.  |
| Employability Skills and Personal Development Planning (PDP) Skills  |   |
| <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>SCQF Level <b>10</b></p> <p>Critical understanding of how foreign news is gathered, framed and disseminated by the UK news media. Critical evaluation and analysis of UK news media coverage of international events, politics and culture.</p> <p>Critically evaluating and analyzing the news media from an international perspective.</p> |

|  |   |                      |
|--|---|----------------------|
| Practice: Applied Knowledge and Understanding    | <p><b>SCQF Level 10</b></p> <p>Demonstrating a broad and integrated understanding of a wide range of classical and contemporary concepts and theories relevant to an understanding of the news media in an international context.</p> <p>Demonstrate the ability to engage in discussion and debate of key areas related to the news, such as models of media effects and theoretical perspectives on the news media.</p> <p>Demonstrating originality in the creation of structured debate.</p>              |                      |
| Generic Cognitive skills                         | <p><b>SCQF Level 10</b></p> <p>Retrieving a variety of primary and secondary sources relating to the study of the news media in the UK and internationally.</p> <p>Using and developing a range of enhanced research and inquiry skills and practices associated with theoretical analyses, including engaging with and analysing a range of texts and electronic sources in the production of assessments relating to the news media.</p> <p>Working independently with clarity of intellectual thought.</p> |                      |
| Communication, ICT and Numeracy Skills           | <p><b>SCQF Level 10</b></p> <p>Communicating complex arguments and ideas effectively in both oral and written form through informal class discussions, engagement and debates, communication via the VLE and through the production of assessment</p> <p>Producing journalistic artefacts to a high professional standard as part of assessments Use a range of IT applications to support and enhance work</p> <p>Engaging with VLE to access course calendar and module material.</p>                       |                      |
| Autonomy, Accountability and Working with others | <p><b>SCQF Level 10</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><br/> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:<br/> Student-centered exposition supported by video/online resources where theories and concepts are introduced and applications of knowledge are illustrated. Seminars of small groups where feedback on lecture material is encouraged, areas of difficulty are identified and clarified.<br/> Also using seminar papers to consolidate learning on specified topics.<br/> Students given support to develop alternative methods of assessment such as short films/podcasts etc.<br/> The students will be directed to appropriate source material related to a topic to carry out independent research that will then form part of an assessment.</p> | <p><b>Student Learning Hours</b><br/> (Normally totalling 200 hours):<br/> (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  |
| Independent Study  | 164   |
|  | 200 Hours Total   |
| <b>**Indicative Resources: (eg. Core text, journals, internet access)</b>  |   |

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

Chomsky, N. and Hermann, E.S., (2010) *Manufacturing Consent: the Political Economy of the Mass Media*. Vintage

Klein, N. (2014), *The Shock Doctrine*. Penguin

McQuail, D. (2010). *Mass Communication Theory*. Sage Publications

McQuail, D (2013). *Journalism and Society*. Sage Publications

Powers, M. (2018) *NGOs as Newsmakers: The Changing Landscape of International News* (Reuters Institute Global Journalism Series), Columbia University Press

### **Journals**

British Journalism Review

European Journal of Communication

Journalism

Journalism Practice

Journalism Studies

Digital Journalism

Media, Culture and Society

Scottish Affairs

Journal of Political Communication

Political Quarterly

(\*\*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:

Attendance at all classes & seminars; engagement in group & individual in-class activities.

### 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](#).

(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 James Mahon  |
| <b>External Examiner</b>              | J. Price  |
| <b>Accreditation Details</b>          | N/A   |
| <b>Changes/Version Number</b>         | 1/24  |

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

#### Formative Assessment

Formative assessment 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

This module is assessed through coursework. Assessment is based on an essay, worth a total of 60% of the final mark, and a portfolio worth 40% of the final mark.

Assessment 1: (L/O 3) A portfolio of digital journalistic content exploring news in an international context (50% of total mark)

Assessment 2: An essay that critically analyses and evaluates the range of theories around international news media (LOs 1 & 2) – 50% of total mark

(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>Timetable Contact Hours</b> |
| Portfolio                            |                             |                             | 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>Timetable Contact Hours</b> |
| Essay                                | 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   |

**Version Number: MD Template 1 (2023-24)**