LONDON SOUTH BANK
UNIVERSITY

Journalism & Society

AME-4-JSC

Faculty of Arts and Human Sciences

2011—2012

become what you want to be

CONTENTS

UNIT DETAILS

Unit Title:	Journalism & Society
Unit Level:	4
Unit Reference Number:	AME-4-JSC
Credit Value:	20
Student Study Hours:	200
Contact Hours:	48
Private Study Hours:	152
Course:	Print & Online Journalism
Year and Semester	2010—2011, semester two
Unit Coordinator:	Mark Beachill Email: beachilm@lsbu.ac.uk
Course Director:	Dr Donatella Maraschin Tel: 020 7815 5771
Assessment Method:	One 2,000 word essay

SHORT DESCRIPTION

This unit will explore the wider social and cultural contexts within which journalism is practiced, and will review the variety of ways in which journalism has been understood as an object of academic study. Focusing on issues such the role of journalism as a 'public sphere', the rise and fall of 'objectivity' as a professional ideal, and the development of 'citizen journalism' and its implications for professional identity, the unit will examine in broad terms the constraints within which journalists work, in terms of ownership, regulation and the relationship with the audience.

AIMS OF THE UNIT

1. To provide you with a theoretical framework for studying journalism as an object of academic enquiry.
2. To provide you with an understanding of the constraints within which journalists work, in terms of ownership, regulation and the relationship with the audience.
3. To develop appropriate and relevant academic skills.

LEARNING OUTCOMES

By the end of this unit you should be able to

1. demonstrate an understanding of journalism as an object of academic enquiry;
2. reflect critically on the constraints within which journalists work, in terms of ownership, regulation and the relationship with the audience;
3. demonstrate appropriate and relevant academic skills in reading and writing.

Transferable Skills

You will have an opportunity to develop skills in:

1. interactive group work, through workshop activities;
2. oral communication, through workshop discussions;
3. written communication skills appropriate to academic study.

EMPLOYABILITY

Recent research by the National Council for the Training of Journalists (*Journalism Skills Survey*, December 2008) identified the importance of critical thinking and analysis in journalism education. As one employer commented, trainee journalists 'need to be taught how to lose their deference to the press releases which are part of their daily diet and to bring more of a critical analysis to the lines with which they are increasingly being spoon-fed by the PR machines'. This unit fosters just such critical thinking, encouraging you to reflect on the social and cultural contexts within which journalism is practiced, and, through theoretically-informed analysis of media texts, enabling your development as reflexive practitioners.

ASSESSMENT

You will be required to submit one 2,000 word essay worth 100% of the marks for the unit. Essays must be word-processed, using double spacing and 12pt font, and must be submitted to the AHS Faculty Office (B266) by 5pm on **Tuesday 15 May 2012.**

Answer ONE of the following questions. Wherever possible, illustrate your answer with reference to examples of contemporary news coverage.

1. What is the significance of the pyramid structure of news reports?

2. How did modern journalism establish a 'third position' from which to look at society?

3. In what ways might journalism be said to play a 'mediating role'? How has that role developed historically?

4. Is media ownership a decisive influence on journalism?

5. What are the strengths and limitations of the 'encoding/decoding' model for understanding contemporary journalism?

6. How far do today's news media play a democratic role in our society?

7. Is the concept of the 'public sphere' still relevant to contemporary journalism?

8. Can journalism be objective?

9. To what extent does DIY or citizen journalism challenge the conventions of mainstream news media?

10. Has there been a shift from 'fortress' to 'networked' journalism?

The essay will assess the extent to which you have understood key concepts, and have absorbed and processed the content of the unit. The assignments will test the learning outcomes of this unit in accordance with the assessment classifications set out below. Learning outcomes will also be tested on a weekly basis through lecture and workshop interaction.

Please see the section on 'Writing Your Essay' at the back of this unit guide for general advice and guidelines on referencing.

FEEDBACK

Feedback will normally be given to students 15 working days after the submission of an assignment. All work will be given a percentage mark. The minimum pass mark is 40%.

Percentage	Quality	Classification
70 and over	Excellent	1st Class
60—69	Very Good	Upper Second Class
50—59	Good	Lower Second Class
40—49	Weak	Third Class
39 and below	Poor	Fail

70 % AND ABOVE: FIRST CLASS
Outstanding work, which shows a broad and deep understanding of the subject and answers the question in full by taking in a range of appropriate aspects. Very well presented, extremely well written/expressed and well structured. Clearly argued, supported with a range of evidence and reading, properly referenced, with an extensive bibliography. The work demonstrates a thorough understanding of concepts, studies and theories that have been assimilated and used critically. Incorporates appropriate own material or examples in relation to theory and shows evidence of originality.

60—69%: UPPER SECOND CLASS
A very good piece of work, demonstrating a competent understanding of the essential concepts with a good range of reading, properly referenced. The essay is well written, well structured and well presented. A range of material is used critically to back up arguments in relation to the question asked. There is some evidence of own examples used in relation to broader theories and concepts.

50—59%: LOWER SECOND CLASS
A satisfactory piece of work that is clearly written showing a good understanding of the topic and the principal reading, properly referenced with a bibliography. However, the essay may be largely descriptive, or, rather generalised in places, or, the lack analysis or argument. It may try to make an argument without sufficient evidence. It may not focus on the question sufficiently. It may be poorly written in terms of grammar, spelling, sentence construction or paragraphing or need restructuring or be poorly presented.

40—49% THIRD CLASS. PASS
A totally descriptive essay, using a limited amount of reading and material in a confused way, or, the essay may assert generalities without any supporting material. There may be some grasp of key points and concepts but these are not thoughtfully applied to the question. The work may not be sufficiently organised around the question. The expression may be poor, with spelling mistakes, weak grammar and a lack of paragraphing. The essay may lack a clear introduction, conclusion or overall structure. The presentation is poor. There is little or no attempt at referencing.

39% AND BELOW: FAIL
The work barely answers the question or does not answer it at all. It is badly structured, poorly written and poorly presented. It is purely descriptive and lacks detail for analysis. There is little evidence of planning or of understanding the unit objectives or assessment criteria. Work will have to be resubmitted for a maximum of 40 per cent.

STUDYING THE UNIT

Types of Classes

The unit will be taught by a combination of keynote lectures, seminars and essay tutorials.

In **lectures**, take careful and well-structured notes. Do not try to write down everything the lecturer says; instead, listen for key points and examples. If you are not sure you have all the main points, or have not fully understood something, take the opportunity to ask about this in workshops and tutorials. Do not assume that lectures will tell you all you need to know about a topic. Rather, they will provide a 'map' of the area, to guide your exploration of it through reading.

Seminars provide a space for you to test out your ideas. You may be expected to give presentations on aspects of the syllabus, and to engage in activities and small-group discussion of key issues. We will often discuss the set reading, and you should prepare for this by reading the items of core reading in advance each week. Seminars will also provide help with academic reading and writing.

Student Self-Managed Learning Time

You are expected to carry out a significant amount of independent study, which will build upon lectures and workshops. It is vital to work steadily throughout this first semester, and to be fully prepared for workshops and tutorials. Self-managed study will typically involve reading and preparation for lectures and seminars.

A Note on Reading

The textbook for this unit is:

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge.

The **core reading** listed for each week directs you to the part(s) of the book most relevant to that week's topic, but you are recommended to read the whole book over the course of the unit.

In addition, **background readings** for each week are highly recommended: you will get more out of that week's session if you are able to read these in advance. Finally, **supplementary readings** are suggestions for where to start if you want to follow up a topic, for example in writing the essay.

Other Resources

The library carries several relevant **journals**, which you can access either in print or electronically. Of particular relevance are *Journalism Studies* and *Journalism: Theory, Practice & Criticism*.

There is a **Blackboard** site for this unit at http://blackboard.lsbu.ac.uk/, where you will find a copy of this unit guide, PowerPoint lecture presentations, and links to selected readings (pdf files).

There is a **blog** for this unit at http://lsbujournalism.blogspot.com It's not publicly available, so email me at beachilm@lsbu.ac.uk to gain access. You can use to blog to post your own writing, or links you'd like to share. I'll use it to post any useful material I come across and for announcements.

I have a **teaching site** which has some material on study skills that may be useful. This is at http://bit.ly/mbteaching

LECTURE PROGRAMME

Week One: Introduction

This lecture will offer a brief overview of the unit, indicating the historical and theoretical approaches that we'll be covering. We will discuss possible definitions of journalism and consider the often hostile relationship between journalism and journalism studies.

Core Reading

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge. (Introduction)

Background Reading

- McNair, B. (2003) *An Introduction to Political Communication* (Third Edition). London: Routledge. (Chapter 4)

Supplementary Reading

- Loffelholz, M. and D. Weaver, eds. (2008) *Global Journalism Research*. Oxford: Blackwell.

- Meikle, G. (2008) *Interpreting News*. Basingstoke: Palgrave Macmillan. (Chapter 1)

- Zelizer, B. (2004) *Taking Journalism Seriously: News and the Academy*. London: Sage. (Chapter 2)

- Zelizer, B., et al. (2000) 'Symposium: What is Journalism Studies?', *Journalism*, Vol. 1, No. 1. [available online via www.lisa.lsbu.ac.uk]

Week Two: Spectatorship

This week we will discuss the origins of modern journalism in the mercantilist society of the Enlightenment era. In doing so, we will begin to consider two broader questions: firstly, how to understand the social basis for the emergence of modern journalism; and secondly, how early modern journalism establishes a 'third position' exemplified by Addison and Steele's *Spectator*.

Core Reading

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge. (pp.15—49)

Background Reading

- Williams, K. (2010) *Read All About It! A History of the British Newspaper*. London: Routledge.

Supplementary Reading

- Chalaby, J. (1998) *The Invention of Journalism*. Basingstoke: Macmillan.

- Cobbett, W. (1967) *Rural Rides* [1830]. Harmondsworth: Penguin.

- Conboy, M. (2004) *Journalism: A Critical History*. London: Sage.

- Wain, J. (1974) *Samuel Johnson.* London: Macmillan.

Week Three: Ownership

Continuing from last week, this lecture discusses the impact on journalism of the shift from mercantile to industrial capitalism and the changing political role of journalism. Reviewing the historical materials we have looked at so far, the lecture will conclude with some reflections on what this story tells us about the question of media ownership.

Core Reading

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge. (pp.49—63)

Background Reading

- Curran, J. and J. Seaton (2009) *Power Without Responsibility: Press, Broadcasting and the Internet in Britain* (Seventh Edition). Abingdon: Routledge. (Part One)

Supplementary Reading

- Allan, S. (2010) *News Culture* (Third Edition). Buckingham: Open University Press. (Chapter 1)
- Conboy, M. (2010) *Journalism in Britain: A Historical Introduction*. London: Sage.
- Davies, N. (2008) *Flat-Earth News*. London: Chatto & Windus.
- Herman, E. S. and N. Chomsky (1988) *Manufacturing Consent*. New York: Vintage. (Chapter 1)

Week Four: Mediation

Building on what we have discussed so far about journalism's social role, this week we tackle head-on the question of how to frame that role in terms of social theory. Exploring the key concept of mediating activity, we will examine how the tension between conservative and dynamic aspects of journalism has developed historically.

Core Reading

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge. (Chapter 2)

Background Reading

- Hall, S., C. Crichter, T. Jefferson, J. Clarke and B. Roberts (1978) *Policing the Crisis*. London: Macmillan. (Chapter 3)

Supplementary Reading

- Allan, S. (2010) *News Culture* (Third Edition). Buckingham: Open University Press. (Chapter 8)
- Chibnall, S. (1977) *Law and Order News: An Analysis of Crime Reporting in the British Press*. London: Tavistock Publications.
- Williams, K. (1997) *Get Me A Murder A Day! A History of Mass Communication in Britain*. London: Hodder Education.
- Wolfe, T. (1975) *The New Journalism*. London: Picador.

Week Five: Sociology

This week we take time out to consider the evolution of journalism studies, and the things that journalism and sociology have in common as modes of investigating and explaining the world. We will examine some of the limitations that sociology has found in journalism, and also explore the limitations of the sociological approach as compared with what we have discussed so far in terms of social theory. We will also begin to broach the question at the heart of journalism: is it true?

Core Reading

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge. (pp.83—6; 98—106; 123—7)

Background Reading

- Galtung, J. and M. Ruge (1973) 'Structuring and Selecting News', in S. Cohen and J. Young (eds.) *The Manufacture of News*. London: Constable.

Supplementary Reading

- Bennett, W. L. (1990) 'Toward a Theory of Press-State Relations in the United States', *Journal of Communication*, Vol. 40, No. 2, pp.103—125.

- Eldridge, J. (1972) *Max Weber: The Interpretation of Social Reality.* London: Nelson's University Paperbacks.

- Fishman, M. (1980) *Manufacturing the News.* Austin, TX: University of Texas Press.

- Gans, H. (1980) *Deciding What's News*. New York, NY: Random House.

- Hall, S. (1973) 'A world at one with itself' [1970], in S. Cohen and J. Young (eds.) *The Manufacture of News*. London: Constable.

- Hallin, D. (1986) *The Uncensored War: The Media and Vietnam*. Oxford: Oxford University Press.

- Lindner, R. (2006) *The Reportage of Urban Culture: Robert Park and the Chicago School*. Cambridge: Cambridge University Press.

- McCombs, M. E., and D. L. Shaw (1972) 'The Agenda-Setting Function of Mass Media', *Public Opinion Quarterly*, Vol. 36, No. 2, pp. 176—87.

- McNair, B. (1998) *The Sociology of Journalism*. London: Arnold.

- Schlesinger, P. (1997) *Putting 'Reality' Together* (Second Edition). London: Routledge.

- Tuchman, G. (1978) *Making News: A Study in the Construction of Reality*. New York, NY: Free Press.

- Weber, M. (1949) 'Objectivity in Social Science and Social Policy', in E. A. Shils and H. N. Finch (eds., trans.) *The Methodology of the Social Sciences*. New York, NY: Free Press.

Week Six: Objectivity

Continuing last week's discussion of the sociology of journalism, today we will review the various objections to the notion of journalistic objectivity that have been made by academic studies of news. Discussing the historical development of objectivity as a professional norm, the lecture will also seek to place the critique of objectivity in historical context and will examine recent debates that understand journalism as a 'post-"objective" profession'.

Core Reading

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge. (Chapter 3)

Background Reading

- Allan, S. (1997) 'News and the Public Sphere: Towards a History of Objectivity and Impartiality', in M. Bromley and T. O'Malley (eds.) *A Journalism Reader*. London: Routledge.

Supplementary Reading

- Allan, S. (2010) *News Culture* (Third Edition). Buckingham: Open University Press. (Chapters 2—4)

- Bell, M. (1998) 'The Journalism of Attachment', in M. Kieran (ed.) *Media Ethics*. London: Routledge.

- Glasgow University Media Group (1980) *More Bad News.* London: Routledge.

- Hackett, R. and Y. Zhao (1998) *Sustaining Democracy? Journalism and the Politics of Objectivity*. Toronto: Garamond Press.

- Heartfield, J. (1996) 'Marxism and Social Construction', in S. Wolton (ed.) *Marxism, Mysticism and Modern Theory*. London: Macmillan.

- Lichtenberg, J. (1991) 'In Defense of Objectivity', in J. Curran and M. Gurevitch (eds.), *Mass Media and Society*. London: Arnold.

- Schudson, M. (1978) *Discovering the News: A Social History of American Newspapers*. New York, NY: Basic Books.

- Starkey, G. (2007) *Balance and Bias in Journalism*. Basingstoke: Palgrave.

- Tuchman, G. (1972) 'Objectivity as Strategic Ritual: An Examination of Newsmen's Notions of Objectivity', *American Journal of Sociology*, Vol. 77, No. 4.

- Ward, S. (2004) *The Invention of Journalism Ethics: The Path to Objectivity and Beyond*. Montreal: McGill-Queen's University Press.

Week Seven: Effects

This lecture will introduce a number of concepts and approaches to analysing news content, such as 'discourse register', 'public idiom' and 'framing', and will examine how critics have investigated audience responses to news, focussing particularly on Stuart Hall's encoding/decoding model and the debates which have ensued about 'ideological effects' and 'active audiences'.

Core Reading

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge. (pp.159—66)

Background Reading

- Hall, S. (1980) 'Encoding/decoding', in S. Hall, D. Hobson, A. Lowe and P. Willis (eds.) *Culture, Media, Language.* London: Hutchinson.

Supplementary Reading

- Bell, A. (1991) *The Language of News Media*. Oxford: Blackwell.

- Conboy, M. (2007) *The Language of News*. London: Routledge.

- Fowler, R. (1991) *Language in the News*. London: Routledge. (Chapters 5 and 11)

- Higgins, M. (2008) *Media and their Publics*. Maidenhead: Open University Press.

- Philo, G. (1990) *Seeing and Believing: The Influence of Television*. London: Routledge.

- Philo, G. (2002) 'The Mass Production of Ignorance: News content and audience understanding', *Soundscapes*, Volume 5, Autumn
[http://www.icce.rug.nl/~soundscapes/VOLUME05/Mass_production_ignorance.shtml].

- Philo, G. and M. Berry (2004) *Bad News From Israel*. London: Pluto Press.
[http://www.glasgowmediagroup.org/content/view/38/23/].

- Reese, S., O. Gandy and A. Grant, eds. (2001) *Framing Public Life*. Mahwah, NJ: Lawrence Erlbaum.

Week Eight: Audiences

Following on from last week's discussion of the 'ideological effect' of news, this week we examine Jürgen Habermas's seminal work on the historical development of the 'public sphere', and consider the role of journalism in creating and sustaining it, taking as a key example the changing conception of 'public service' in British broadcasting.

Core Reading

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge. (pp.149—58; 166—8)

Background Reading

- Habermas, J. (1991) *The Structural Transformation of the Public Sphere*. Cambridge, MA: MIT Press.

Supplementary Reading

- Barnett, S. (1998) 'Dumbing Down or Reaching Out?', in J. Seaton (ed.) *Politics and the Media: Harlots and Prerogatives at the Turn of the Millennium*. Oxford: Blackwell.

- Calhoun C., ed. (1992) *Habermas and the Public Sphere*. Cambridge, MA: MIT Press.

- Coleman, S. and K. Ross (2010) *The Media and the Public*. Chichester: Wiley-Blackwell.

- Couldry, N., S. Livingstone and T. Markham (2010) *Media Consumption and Public Engagement*. Basingstoke: Palgrave Macmillan.

- Dahlgren, P. (2009) *Media and Political Engagement*. Cambridge: Cambridge University Press.

- Gitlin, T. (1998) 'Public Sphere or Public Sphericules?' in T. Liebes and J. Curran (eds.) *Media, Ritual and Identity*. London: Routledge.

- Lewis, J. and K. Wahl-Jorgensen (2005) 'Active citizen or couch potato? Journalism and public opinion', in S. Allan (ed.) *Journalism: Critical Issues*. Maidenhead: Open University Press.

- McNair, B. (2006) *Cultural Chaos: journalism, news and power in a globalised world*. London: Routledge.

- Scannell, P. and D. Cardiff (1991) *A Social History of British Broadcasting, Vol. 1 1922—1939: Serving the Nation*. Oxford: Blackwell.

Week Nine: Networks

What are the implications for journalism of new digital technologies? Assessments have veered from bright predictions of incipient digital democracy to gloomy forecasts of inevitable professional decline. This lecture seeks to place the contemporary debate about 'networked journalism' in the context of an historical and theoretical framework for understanding journalism's social role.

Core Reading

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge. (Chapter 4)
- Williams, R. (2003) Television: Technology and Cultural Form, London: Routledge (Chapter 1)

Background Reading

- Allan, S. (2006) *Online News: Journalism and the Internet*. Maidenhead: Open University Press (Chapter 9).
- Beckett, C. (2010) *The Value of Networked Journalism.* London: Polis. [www2.lse.ac.uk/media@lse/POLIS/documents/Polis papers/ValueofnetworkedJournalism.pdf]

Supplementary Reading

- Allan, S. and E. Thorsen, eds. (2009) *Citizen Journalism: Global Perspectives*. New York, NY: Peter Lang.
- Atton, C. and J. F. Hamilton (2008) *Alternative Journalism*. London: Sage.
- Beckett, C. (2008) *Supermedia: saving journalism so it can save the world,* London: Wiley-Blackwell.
- Castells, M. (2009) *Communication Power,* Oxford: Oxford University Press.
- Coleman, S. and J. Blumler (2009) *The Internet and Democratic Citizenship*. Cambridge: Cambridge University Press.
- Deuze, M. (2009) 'The Future of Citizen Journalism', in Stuart Allan and Einar Thorsen (eds.) *Citizen Journalism: Global Perspectives*. New York, NY: Peter Lang.
- Fenton, N. (2010) 'Drowning or Waving? New Media, Journalism and Democracy', in N. Fenton (ed.), *New Media, Old News*. London: Sage.
- Gillmor, D. (2004) *We the Media*. Published under Creative Commons licence at: http://www.authorama.com/book/we-the-media.html.
- Hindman, M. (2009) *The Myth of Digital Democracy*. Princeton, NJ: Princeton University Press.
- Keen, A. (2007) *The Cult of the Amateur: How Today's Internet is Killing our Culture and Assaulting our Economy*. London: Nicholas Brealey Publishing.
- Markham, T. (2010) 'The Case against the Democratic Influence of the Internet on Journalism', in S. Tunney and G. Monaghan (eds.) *Web Journalism: A New Form of Citizenship?* Brighton: Sussex Academic Press.
- Rosen, J. (2006) 'The People Formerly Known as the Audience', *PressThink*, 27 June. [http://journalism.nyu.edu/pubzone/weblogs/pressthink/2006/06/27/ppl_frmr.html]

Week Ten: Conclusion

This week's lecture will review the main themes of the unit and look forward to how these will be picked up and developed in future units on the degree. The lecture will also discuss the requirements for the assignment, due on **Tuesday 15 May 2012**.

Core Reading

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge. (Conclusion)

Background Reading

- Thussu, D. (2007) *News as Entertainment*. London: Sage.

Weeks Eleven & Twelve: Essay Tutorials

There will be no lectures or seminars in these final two weeks. Instead, you will be able to book an appointment for an individual or small group tutorial to discuss your essay plans.

WRITING YOUR ESSAY

This section contains information on structuring your essay, academic writing, editing and proofreading, referencing and study skills.

Structuring your essay

Your academic work needs an introduction, a discussion (organised into paragraphs) and a conclusion.

In your introduction:

- Explain what the work is going to discuss; interpret the title for your reader.
- Identify the issues you are going to explore.
- Give definitions of any key terms.
- Give a brief outline of how you will deal with each issue and in which order.

(Length: about one-tenth of the work.)

In the body of the work develop your argument or main line of reasoning.

Paragraph 1:

- This paragraph covers the first thing your introduction said you would address.
- The first sentence should introduce the main idea of the paragraph.
- Other sentences develop the topic of the paragraph. Include relevant examples, evidence, quotations and references to support your ideas.
- Lead up to the next paragraph.

Paragraph 2 and other paragraphs

- Follow the plan you outlined in your introduction
- The first sentence, or opening sentences should link the paragraph to the previous paragraph, then introduce the main idea of the paragraph.
- Other sentences should develop the topic of the paragraph.

In the conclusion (Length: about one tenth of the work)

- Summarise the main arguments and themes.
- State your general conclusions.
- Make it clear why those conclusions are significant.
- Refer back to the title or brief and directly address it or 'answer' it.
- Remember that the conclusion should NOT contain any new material.

(Adapted from Cottrell, S (2003) *The Study Skills Handbook* (Third Edition). London: Macmillan.)

Academic style and vocabulary

Remember to use a formal (but not pretentious) tone in your work. Academic writing demands that you avoid the personal. Personal writing tends to be emotional, intuitive, uses the active voice ('I find that'), is anecdotal, uses data from one source, and is subjective and tangential. Academic writing should be logical, use reasoning, the passive voice ('it was found that'), evidence and data from a range of sources, be objective and keep to a logical sequence.

Using three types of words can improve academic writing style significantly:

1. Emphasis markers

Use this kind of language to show clearly what you think is most important but avoid using personal language like 'I think'.

Adjectives: main, crucial, important, significant, essential, key

Nouns: focus, element, concept, theory, aspect, part, idea, point, argument, discussion, debate.

Verbs: to emphasise, to summarise, to focus, to highlight.

For example:

- The key aspect of this argument is…
- The most crucial point made so far is…
- To summarise the essential elements of the discussion up to this point…
- It is important to emphasise that…

Using these phrases will make what you say appear more authoritative.

2. Evaluative language

Use this kind of language to show more clearly what you think about different points.

Adjectives: positive (remarkable, innovative, complex, interesting, profound, logical, comprehensive, powerful, sensitive, incisive, rigorous, systematic, considered). Negative (flawed, modest, unsatisfactory, inadequate, limited, restricted).

Nouns: synthesis, survey, topic, study, history, concept, area, theme, overview, analysis, system.

Verbs: explain, survey, discuss, study, present, describe, bring into focus, consider, explore, illuminate, introduce, analyse, constitute.

3. Modals

The group of 11 words called modals can help you avoid over-generalisations. These words express degrees of certainty and possibility, thereby avoiding making statements which claim too much/suggest you know everything about a subject.

The 11 modals are: can, may, could, might, will, would, shall, should, ought to, must, need not.

By far the most useful are CAN, COULD and MIGHT.

Editing and proofreading your work

Before submitting your work you must check the following:

Content and argument:

- The text answers the question/fulfils the brief set.
- Sufficient attention has been given to the most important points.
- All the information included is relevant to the set question.
- The main line of argument is clear.

Research material

- There are sufficient examples and evidence to prove or illustrate your points.

Structure and grouping

- The text is in an appropriate structure or format.
- Ideas are suitably linked.
- Each paragraph is well structured.
- Ideas are presented in the right order.
- It is clear how each paragraph links to the others.

Style

- The style is appropriate, i.e. not chatty or flippant.
- It is free of slang and colloquialisms.
- Technical vocabulary is used correctly.
- The words used are your own – and suitably referenced when they belong to someone else.
- The text is not repetitive.
- The text can be read aloud easily.

Clarity

- There is nothing the reader will find confusing.
- The language is clear and straightforward.
- The reader will easily follow the line of reasoning.
- It is clear which sentence in your introduction summarises your viewpoint or argument.
- Sentences are of reasonable length and are uncomplicated.

General

- The introduction and conclusion are clear and accurate.
- Spelling, grammar and punctuation are correct.
- References are correct.
- The bibliography is accurate.
- You have taken into account feedback you received for earlier work.

(Adapted from Cottrell, S (2003) *The Study Skills Handbook* (Third Edition). London: Macmillan.)

Referencing

The Harvard method of referencing is now the most commonly used in textbooks and essay writing. It is an easy method to use and, for this reason, we recommend that you use it in your coursework.

References within the body of your work

Direct quotations, statements of fact, attributed statements and the like must always be followed by a short reference. You should not give full details here; the full title of the work, its place of publication and publisher should appear in the bibliography at the end of the essay.

The author's surname, the year of publication and the page number(s) should appear after the statement. For example:

> Laura Mulvey argues that 'Cinema offers a number of different pleasures' (Mulvey, 1975: 806).

In some cases you will not have consulted the original source, but will have come across the information in a secondary source. You should acknowledge that you did not consult the original source, thus:

> Laura Mulvey argues that 'Cinema offers a number of different pleasures' (Mulvey, cited in Tolson, 1996: 210)

Quotations

It must be made clear when you are quoting directly from speech and writing. Quotations of fewer than three lines should be enclosed in quotation marks and included in the paragraph, as in the examples above.

Quotations of more than three lines should be separated from the main paragraph and indented. They do not need quotation marks.

Bibliography

Having made shorthand references in the body of your essay, you should then give full details of the works in a bibliography. At the end of your essay list, in alphabetical order by surname, the sources that you referred to in the body of your essay, using the following formats:

Books

Kuhn, A. (1994) *Women's Pictures*. London: Verso.

Author (date of publication in brackets) title *in italics*. place of publication: publisher.

Chapters in edited books

Williamson, J. (1987) 'Decoding advertisements', in R. Betterton (ed.) *Looking On: Images of Femininity in the Visual Arts and Media*. London: Pandora Press.

Author of chapter (date of publication in brackets) 'title of chapter in inverted commas', in editor of book (ed.) *title of book in italics*. place of publication: publisher.

Journal articles

Mulvey, L. (1975) 'Visual pleasure and narrative cinema', *Screen*, Vol. 16, No. 3.

Author of article (date of publication of the journal in brackets) 'title of article in inverted commas', *title of journal in italics*, volume details.

Newspapers and magazines

Walker, M. (1997) 'Comin' at Ya!', *The Guardian*, 29 April, p2.

Author of the article (year of publication of the newspaper in brackets) 'title of article in inverted commas', *title of newspaper or magazine in italics*, day and month of publication, page number(s).

Internet

Davis, D. (2000) 'Today's Hatred Still bears the Imprint of Slavery and Racism'. *Simon Wiesenthal Centre*, 28 July. www.wiesenthal.com/resource/today/html

Author of the article, 'Title of Article', *Title of Website*, date of posting, full address of website.

Films, audio and video tapes

Jurassic Park (Steven Spielberg, 1993, USA).

Title in italics (director's name, year of release, country of production).

Television and radio broadcasts

Inspector Morse: The Way Through the Woods (Tx. 10 November 1995, ITV, UK)

Programme title and episode title in italics (transmission date, Channel, Country)

STUDY SKILLS

Throughout your university career your work will be assessed on your ability to write a clearly expressed, cogent and analytical essay.

The University Learning Development Centre, based in Caxton House, offers some very useful courses that you should investigate. You may also consult a variety of study skills publications, such as:

- Burns, T. and S. Sinfield (2008) *Essential Study Skills*. London: Sage.

- Cottrell, S (2003) *The Study Skills Handbook* (Third Edition). London: Macmillan.

- Greetham, B (2008) *How to Write Better Essays* (Second Edition). London: Palgrave.

Information for students with disabilities / dyslexia

The Centre for Learning Support and Development provides services for students with disabilities and dyslexia at both the pre-entry stage and while studying at London South Bank University. Advice and support is available for all students with a disability/dyslexia to enable you to manage your specific academic and practical needs. This includes:

- An initial screening and full assessment if you think you may have dyslexia
- One-to-one advice and guidance
- Arrangements for examinations, assessments, and on course provision (e.g. extra time in exams, possible extensions)
- Advice and training for staff
- Disability and dyslexia workshops
- One-to-one tutorials
- Student focus groups
- Disability access across campus
- Technical support and access
- Support worker service

If you are a student with a disability or dyslexia or think you might need to be assessed for dyslexia, please contact the Centre for Learning Support and Development as soon as possible. The sooner any arrangements you need can be made, the better equipped you will be to succeed on your course.

Disability and Dyslexia Support
4th Floor, Perry Library
Tel: 020 7815 6405
http://www.lsbu.ac.uk/learningsupport/disabilities/index.html

LEARNING RESOURCES

Core Materials

- Allan, S. (1997) 'News and the Public Sphere: Towards a History of Objectivity and Impartiality', in M. Bromley and T. O'Malley (eds.) *A Journalism Reader*. London: Routledge.

- Allan, S. (2006) *Online News: Journalism and the Internet*. Maidenhead: Open University Press.

- Beckett, C. (2010) *The Value of Networked Journalism.* London: Polis.

- Calcutt, A. and P. Hammond (2011) *Journalism Studies: A Critical Introduction*. London: Routledge.

- Curran, J. and J. Seaton (2009) *Power Without Responsibility: Press, Broadcasting and the Internet in Britain* (Seventh Edition). Abingdon: Routledge.

- Galtung, J. and M. Ruge (1973) 'Structuring and Selecting News', in S. Cohen and J. Young (eds.) *The Manufacture of News*. London: Constable.

- Habermas, J. (1991) *The Structural Transformation of the Public Sphere*. Cambridge, MA: MIT Press.

- Hall, S. (1980) 'Encoding/decoding', in S. Hall, D. Hobson, A. Lowe and P. Willis (eds.) *Culture, Media, Language.* London: Hutchinson.

- Hall, S., C. Crichter, T. Jefferson, J. Clarke and B. Roberts (1978) *Policing the Crisis*. London: Macmillan.

- McNair, B. (2003) *An Introduction to Political Communication* (Third Edition). London: Routledge.

- Thussu, D. (2007) *News as Entertainment*. London: Sage.

- Williams, K. (2010) *Read All About It! A History of the British Newspaper*. London: Routledge.

- Williams, R. (2003) Television: Technology and Cultural Form, London: Routledge

Optional Materials

- Allan, S. (2010) *News Culture* (Third Edition). Buckingham: Open University Press.

- Allan, S. and E. Thorsen, eds. (2009) *Citizen Journalism: Global Perspectives*. New York, NY: Peter Lang.

- Atton, C. and J. F. Hamilton (2008) *Alternative Journalism*. London: Sage.

- Barnett, S. (1998) 'Dumbing Down or Reaching Out?', in J. Seaton (ed.) *Politics and the Media: Harlots and Prerogatives at the Turn of the Millennium*. Oxford: Blackwell.

- Beckett, C. (2008) *Supermedia: saving journalism so it can save the world,* London: Wiley-Blackwell.

- Bell, A. (1991) *The Language of News Media*. Oxford: Blackwell.

- Bell, M. (1998) 'The Journalism of Attachment', in M. Kieran (ed.) *Media Ethics*. London: Routledge.

- Bennett, W. L. (1990) 'Toward a Theory of Press-State Relations in the United States', *Journal of Communication*, Vol. 40, No. 2, pp.103—125.

- Calhoun C., ed. (1992) *Habermas and the Public Sphere*. Cambridge, MA: MIT Press.

- Castells, M. (2009) *Communication Power,* Oxford: Oxford University Press.

- Chalaby, J. (1998) *The Invention of Journalism*. Basingstoke: Macmillan.

- Chibnall, S. (1977) *Law and Order News: An Analysis of Crime Reporting in the British Press*. London: Tavistock Publications.

- Cobbett, W. (1967) *Rural Rides* [1830]. Harmondsworth: Penguin.

- Coleman, S. and J. Blumler (2009) *The Internet and Democratic Citizenship*. Cambridge: Cambridge University Press.

- Coleman, S. and K. Ross (2010) *The Media and the Public*. Chichester: Wiley-Blackwell.

- Conboy, M. (2004) *Journalism: A Critical History*. London: Sage.

- Conboy, M. (2007) *The Language of News*. London: Routledge.

- Conboy, M. (2010) *Journalism in Britain: A Historical Introduction*. London: Sage.

- Couldry, N., S. Livingstone and T. Markham (2010) *Media Consumption and Public Engagement*. Basingstoke: Palgrave Macmillan.

- Dahlgren, P. (2009) *Media and Political Engagement*. Cambridge: Cambridge University Press.

- Davies, N. (2008) *Flat-Earth News*. London: Chatto & Windus.

- Deuze, M. (2009) 'The Future of Citizen Journalism', in Stuart Allan and Einar Thorsen (eds.) *Citizen Journalism: Global Perspectives*. New York, NY: Peter Lang.

- Eldridge, J. (1972) *Max Weber: The Interpretation of Social Reality.* London: Nelson's University Paperbacks.

- Fenton, N. (2010) 'Drowning or Waving? New Media, Journalism and Democracy', in N. Fenton (ed.), *New Media, Old News*. London: Sage.

- Fishman, M. (1980) *Manufacturing the News*. Austin, TX: University of Texas Press.

- Fowler, R. (1991) *Language in the News*. London: Routledge.

- Gans, H. (1980) *Deciding What's News*. New York, NY: Random House.

- Gillmor, D. (2004) *We the Media*. Published under Creative Commons licence at: http://www.authorama.com/book/we-the-media.html.

- Gitlin, T. (1998) 'Public Sphere or Public Sphericules?' in T. Liebes and J. Curran (eds.) *Media, Ritual and Identity*. London: Routledge.

- Glasgow University Media Group (1980) *More Bad News*. London: Routledge.

- Hackett, R. and Y. Zhao (1998) *Sustaining Democracy? Journalism and the Politics of Objectivity*. Toronto: Garamond Press.

- Hall, S. (1973) 'A world at one with itself' [1970], in S. Cohen and J. Young (eds.) *The Manufacture of News*. London: Constable.

- Hallin, D. (1986) *The Uncensored War: The Media and Vietnam*. Oxford: Oxford University Press.

- Heartfield, J. (1996) 'Marxism and Social Construction', in S. Wolton (ed.) *Marxism, Mysticism and Modern Theory*. London: Macmillan.

- Herman, E. S. and N. Chomsky (1988) *Manufacturing Consent*. New York: Vintage.

- Higgins, M. (2008) *Media and their Publics*. Maidenhead: Open University Press.

- Hindman, M. (2009) *The Myth of Digital Democracy*. Princeton, NJ: Princeton University Press.

- Keen, A. (2007) *The Cult of the Amateur: How Today's Internet is Killing our Culture and Assaulting our Economy*. London: Nicholas Brealey Publishing.

- Lewis, J. and K. Wahl-Jorgensen (2005) 'Active citizen or couch potato? Journalism and public opinion', in S. Allan (ed.) *Journalism: Critical Issues*. Maidenhead: Open University Press.

- Lichtenberg, J. (1991) 'In Defense of Objectivity', in J. Curran and M. Gurevitch (eds.), *Mass Media and Society*. London: Arnold.

- Lindner, R. (2006) *The Reportage of Urban Culture: Robert Park and the Chicago School*. Cambridge: Cambridge University Press.

- Loffelholz, M. and D. Weaver, eds. (2008) *Global Journalism Research*. Oxford: Blackwell.

- Markham, T. (2010) 'The Case against the Democratic Influence of the Internet on Journalism', in S. Tunney and G. Monaghan (eds.) *Web Journalism: A New Form of Citizenship?* Brighton: Sussex Academic Press.

- McCombs, M. E., and D. L. Shaw (1972) 'The Agenda-Setting Function of Mass Media', *Public Opinion Quarterly*, Vol. 36, No. 2, pp. 176—87.

- McNair, B. (1998) *The Sociology of Journalism*. London: Arnold.

- McNair, B. (2006) *Cultural Chaos: journalism, news and power in a globalised world*. London: Routledge.

- Meikle, G. (2008) *Interpreting News*. Basingstoke: Palgrave Macmillan.

- Philo, G. (1990) *Seeing and Believing: The Influence of Television*. London: Routledge.

- Philo, G. (2002) 'The Mass Production of Ignorance: News content and audience understanding', *Soundscapes*, Volume 5, Autumn.

- Philo, G. and M. Berry (2004) *Bad News From Israel*. London: Pluto Press.

- Reese, S., O. Gandy and A. Grant, eds. (2001) *Framing Public Life*. Mahwah, NJ: Lawrence Erlbaum.

- Rosen, J. (2006) 'The People Formerly Known as the Audience', *PressThink*, 27 June.

- Scannell, P. and D. Cardiff (1991) *A Social History of British Broadcasting, Vol. 1 1922—1939: Serving the Nation*. Oxford: Blackwell.

- Schlesinger, P. (1997) *Putting 'Reality' Together* (Second Edition). London: Routledge.

- Schudson, M. (1978) *Discovering the News: A Social History of American Newspapers*. New York, NY: Basic Books.

- Starkey, G. (2007) *Balance and Bias in Journalism*. Basingstoke: Palgrave.

- Tuchman, G. (1972) 'Objectivity as Strategic Ritual: An Examination of Newsmen's Notions of Objectivity', *American Journal of Sociology*, Vol. 77, No. 4.

- Tuchman, G. (1978) *Making News: A Study in the Construction of Reality*. New York, NY: Free Press.

- Wain, J. (1974) *Samuel Johnson.* London: Macmillan.

- Ward, S. (2004) *The Invention of Journalism Ethics: The Path to Objectivity and Beyond*. Montreal: McGill-Queen's University Press.

- Weber, M. (1949) 'Objectivity in Social Science and Social Policy', in E. A. Shils and H. N. Finch (eds., trans.) *The Methodology of the Social Sciences*. New York, NY: Free Press.

- Williams, K. (1997) *Get Me A Murder A Day! A History of Mass Communication in Britain*. London: Hodder Education.

- Wolfe, T. (1975) *The New Journalism*. London: Picador.

- Zelizer, B. (2004) *Taking Journalism Seriously: News and the Academy*. London: Sage.

- Zelizer, B., et al. (2000) 'Symposium: What is Journalism Studies?', *Journalism*, Vol. 1, No. 1.