

<b>Module Title</b>	<b>Introduction to Broadcast Journalism</b>
<b>Programme(s)/Course</b>	BA (Hons) Journalism
<b>Level</b>	4
<b>Semester</b>	2
<b>Ref No:</b>	
<b>Credit Value</b>	20
<b>Student Study hours</b>	Contact hours: 72 Student managed learning hours: 128
<b>Pre-requisite learning</b>	None
<b>Co-requisites</b>	None
<b>Excluded combinations</b>	N/A
<b>Module Coordinator [Name + e mail address]</b>	Filotrani, Laura Jane <a href="mailto:filotral@lsbu.ac.uk">filotral@lsbu.ac.uk</a>
<b>Parent Department</b>	Creative Technologies
<b>Parent Course</b>	
<b>JACS Code</b>	
<b>Description [100 words max]</b>	<p>This module will provide students with an introduction to the production techniques that are relevant for a range of multi-platform broadcast journalistic tasks. It will equip students with the essential foundational technical skills needed for the rest of the degree. This will include creating and presenting simple news bulletins; operating the radio studios and news wire systems within ethical and legal frameworks.</p> <p>The module will give students grounding in the broader areas of production processes, including file management and technical work flow; studio/location safety; and the ethical and legal consequences of production work, such as, copyright, privacy, permissions and trespass plus relevant codes of practice.</p> <p>Finally, the module aims to introduce students to the essential skills that go hand-in-hand with content production - editorial planning, time management and teamwork.</p>
<b>Aims</b>	Core competences in selection, editing and manipulation of information continue to be developed. Students practice accuracy, speed and news relevance as applied to broadcast news. Students work across desks (such as entertainment, sports, business) and continue to develop their patches and sources.
<b>Learning outcomes</b>	<p>On successful completion of this module, students will demonstrate:</p> <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>• basic technical skills in sound and video production through a series of individual and small group projects</li> <li>• ability to deconstruct broadcast news output using appropriate terminology demonstrating an understanding of the construction and narrative elements</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>• Production of journalistic content using specific media technologies within a time constraint</li> <li>• Working effectively as an individually or/and as part of a team</li> </ul> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to critique and deconstruct broadcast news output</li> <li>• The ability to apply legal and ethical regulations to their own practice</li> </ul>

	<p><b>Transferable Skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to plan and manage individual and group-based, creative, research and production projects to a given brief, deliver them to deadline and evaluate the effectiveness of the processes employed</li> <li>• To demonstrate awareness of professional standards and practices and the ability to evaluate their own performance</li> </ul>
<b>Employability</b>	Students will have the confidence to operate within a high-pressure external environment dealing with the public and officials within their 'news patch'. This develops their employability skills through practice in dealing with those outside their immediate circle in a professional, ethical and courteous manner.
<b>Teaching &amp; Learning Pattern</b>	Across the year, students will spend time working between the radio studio and the newsroom. They will receive an intensive induction to the relevant equipment and software for filming, recording, editing and handling images. The sessions are firmly rooted in the context of journalistic production, as such, students will have opportunity to produce a range of radio and television bulletins, video and audio content for the web.
<b>Indicative content</b>	Students will be producing news content weekly. In weekly workshops, they will have their work subbed, and re-writing will be key to the development of their journalistic skills.
<b>Assessment method (Please give details – of components, weightings, sequence of components, final component)</b>	<p><i>Formative</i></p> <p>Formative assessments will be embedded in the delivery of teaching, providing students with the opportunity to receive feedback on their performance before the final summative deadlines. Students will be expected to complete formative skills exercises during the course of the year.</p> <p><i>Summative</i></p> <p>PORTFOLIO: A portfolio consisting of a variety of broadcast outputs</p> <ul style="list-style-type: none"> <li>• <b>PORTFOLIO: 80%</b> (final component)</li> </ul> <p>PROFESSIONAL CONDUCT: Students will be required to submit a workbook covering the outputs submitted for the Portfolio including research, sources, issues and processes. Attendance and punctuality will also be assessed as part of the professional conduct element.</p> <ul style="list-style-type: none"> <li>• <b>PROFESSIONAL CONDUCT: 20%</b></li> </ul>
<b>Indicative Reading</b>	<p><b>CORE READING:</b></p> <ul style="list-style-type: none"> <li>• Banks, D &amp; Hanna, M (2014) <i>McNae's Essential Law for Journalists</i>, Oxford University Press</li> <li>• Boyd, A &amp; Stewart, P &amp; Alexander, R (2008) <i>Broadcast Journalism: Techniques of Radio and Television News</i>, Focal Press</li> <li>• Bull, A (2010) <i>Multimedia Journalism: A Practical Guide</i>, Routledge</li> <li>• Harcup, T (2015) <i>Journalism: Principles and Practice</i>, Sage</li> <li>• Frost, C (2010) <i>Reporting for Journalists</i>, Routledge</li> <li>• Musburger, R (2012) <i>Single-Camera Video Production</i>, Focal Press</li> <li>• Stanley, R (2010) <i>Audio in Media</i>, Wadsworth Publishing.</li> <li>• Chandler, P (2008) <i>Essential Radio Journalism: How to Produce and Present Radio News</i>, Methuen Drama</li> <li>• Lloyd, D (2015) <i>How To Make Great Radio: Techniques and tips for today's broadcasters and producers</i>, Biteback Publishing</li> <li>• Hudson, G (2012) <i>The Broadcast Journalism Handbook</i>, Routledge</li> </ul>

	<ul style="list-style-type: none"> <li>Burum, I (2015) <i>MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad</i>, Focal Press</li> </ul>
<b>Other Learning Resources</b>	Moodle, newsroom wires, newspapers, habitual radio, television and online news consumption