

## 6.1 Module 42: Cultural Journalism

<b>Module title:</b>			
Cultural Journalism			
<b>Module NFQ level</b>	<b>Module number / reference</b>	<b>ECTS Value</b>	<b>Duration</b>
Not applicable	BAC - CJ	10	12 weeks
<b>Parent programme(s)</b>		<b>Stage of parent programme</b>	<b>Semester No.</b>
BA in Communications		Stage One	One
<b>Teaching and Learning modes</b>	<b>Proportion (% of Total Directed Learning)</b>		
Classroom / Face to Face	100%		
Workplace			
Online			
Other (Identify)			
<b>Entry requirements (statement of knowledge, skill and competence)</b>			
Please see Section 4.2 of programme document.			
<b>Maximum number of learners per instance of the module</b>	80		
<b>Average (over the duration of the module) of the contact hours per week</b>	3.5		
<b>Pre-requisite module title(s) (if any)</b>	N/A		
<b>Co-requisite module title(s) (if any)</b>	N/A		
<b>Is this a capstone module? (Yes or No)</b>	No		
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>			
Classroom, web-enabled in-class computer with requisite software and projector; whiteboard. Moodle and LinkedIn Learning access.			
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>			
<b>Role e.g. Tutor, Mentor etc</b>	<b>Qualifications &amp; experience required:</b>	<b># of Staff with this profile (WTEs)</b>	
Lecturer	Lecturing staff are required to hold at least a master's degree in a humanities (communications) discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Lecturing staff are also expected to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development qualification from Griffith College or its equivalent.	0.2	

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:80	24
Mentoring and small-group teaching	1:20	-
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		12
Independent Learning (hours)		89
Other hours (specify)		-
Work-based learning hours of learning effort		-
<b>Total Effort (hours)</b>		<b>250</b>

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
<b>Percentage Contribution</b>	100%				<b>100%</b>

### 6.1.1 Module aims and objectives

Cultural Journalism is embedded in the arts and creative output. This module seeks to work towards defining what cultural journalism is and introduce learners to the genre of arts writing and practice. This is a skills-based module which aims to provide learners with the necessary tools to produce meaningful arts and culture journalism content to a deadline.

This module investigates the practice of arts and culture journalism. Writing will focus on critical and journalistic skills. Students are expected to write on as many disciplines as possible, specialisation is not required. Writing about arts and culture in any form requires students to show a technical understanding of many genres beyond mere opinion writing: particular attention will be paid to reviewing, feature writing and critical thinking. Students will develop skills to enable them to critically assess arts and culture events, writing and writers. Regular newspaper and magazine reading will be required.

#### Aims

Learners discover how cultural journalism is produced and presented across the spectrum of print, online and broadcast media and acquire the skills to evaluate and critique cultural journalism in its various iterations.

#### Objectives

This module is delivered via lectures and tutorials with a strong emphasis on productive skills. Teaching is carried out through a combination of lectures and learner exercises. A core component of the assessment element of this module is that, with lecturer-facilitation, learners write reviews, interview and profile someone involved in cultural activities and choose the topics and live events that they attend and write about. Their assignments are submitted via an online blog page, Medium.com, thus advancing the learner's skills in writing on online platforms using online resources.

### 6.1.2 Minimum intended module learning outcomes

On successful completion of this module, the learner will be able to:

- (i) Discuss the structure and editing of cultural journalism.
- (ii) Explain how cultural journalism and the arts contribute significantly and positively to society.
- (iii) Produce cultural journalism content to a deadline.
- (iv) Conduct independent research and develop their interviewing skills.
- (v) Present research findings in both written and oral forms.

### 6.1.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

As the mainstream media has become cross-platform and multidisciplinary so too has cultural journalism. In order to understand the frames in which news and society functions we need to examine cultural debate, theory and criticism. Cultural Journalism learners are trained to write in a variety of formats: the critical essay, the review, the profile and the blog post.

The module learning outcomes are aligned with programme learning outcome (MIPLO) numbers: 2, 3, 4, 5, 6, and 10.

### 6.1.4 Information provided to learners about the module

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy. These materials are given directly by the lecturer but also by the year head as part of the Learner Handbook. All content is provided on Moodle as well as access to additional content through the library and online resources.

In class, learners are provided with / directed to, lecture notes, case studies, additional reading materials and lists, incorporating academic and professional sources.

### 6.1.5 Module content, organisation and structure

The organisation of the module is to deliver theory through lectures, practical demonstrations, workshops, group crits, project work, field trips and online supports on Moodle, the college VLE.

**Introduction:** Provides an overview of the module, its aims, objectives and assessment strategies and gives the learners an opportunity to share their previous learning experiences.

**Examining Cultural Journalism:** Familiarises learners with the sphere of Cultural Journalism. We will consider the following questions: what is cultural journalism and why is it important, if at all? What types of cultural journalism "products" are there? What's the market? Where does Arts and Culture appear: TV, Radio, print (newspapers and magazines), online?

**Essential skills, traits, and practices for the Culture Journalist:** Familiarises learners with the language functions from sentence level analysis of expression of reviews, opinion pieces, profiles and news.

**Who writes about arts and culture:** Familiarises learners with critical reading of media practitioners' cultural journalism output. Researching critics and evaluating their writing.

**Digital Cultural Journalism and Online Critique: The Blog Post:** Examines the extent to which social media has dissolved the boundaries between professional cultural critics and citizen journalists.

**Cultural Journalism Writing Skills I: The Critical Essay:** Introduces learners to critical writing in terms of preparing to write an extended piece of criticism based on a set literary text.

**Cultural Journalism Writing Skills II: Review Writing:** Enable learners to produce a publishable review of a live arts and culture event.

**Cultural Journalism Writing Skills III: Using the Press Release:** Familiarises learners with the content and structure of press releases in the arts and the skill of utilising them in the production of a piece of news writing.

**Cultural Journalism Writing Skills IV: Film Reviewing:** Overview of what to look for when reviewing a film, the impact of film on society and how to write a film review.

**Cultural Journalism Writing Skills V: The Profile:** Examples of profile writing, and avenues to get them published. Planning, writing, editing and distributing, well-written, audience-centred profiles. Learners also exercise and learn about interviewing skills.

**Cultural Journalism Writing Skills VI: Feature Writing and The Opinion Piece:** Demonstration of examples; write what we know about; how to find your niche; knowing where to publish and knowing your audience. Planning, writing, editing and distributing, well-written, audience-centred opinion pieces.

**Class Trip:** Students attend an exhibition as a class and exercise their skills in verbal reviewing.

#### **6.1.6 Module teaching and learning (including formative assessment) strategy**

This module is delivered via lectures and tutorials with a strong emphasis on productive skills. Teaching is carried out through a combination of lecture, demonstration and learner exercises. Lectures and seminars are thematic, with a particular issue or theme being addressed each week. Appropriate case studies are used to demonstrate key issues. In developing their portfolio, learners are expected to engage with all of the themes discussed in lectures. The continuous assessments provide ongoing feedback for the learner and relate to the module curriculum. The module draws upon both theory and practical research and learners are required to research, and present, topics which relate to the MLO.

A core component of the assessment element of this module is that, with lecturer-facilitation, learners choose the topics, profile and live event that they attend and write on. This gives a sense of learner autonomy and self-determination in their learning and achieving the expected outcomes. Learners are expected to publish their material to Medium.com.

#### **6.1.7 Work-based learning and practice-placement**

There is no work-based learning or practical placement in the module.

#### **6.1.8 E-learning**

Griffith College uses Moodle, a virtual learning environment, to support its delivery of e-learning activities in the form of peer-to-peer support based around activities where learners give and receive feedback, forums where learners must contribute, formative quizzes and video links.

#### **6.1.9 Module physical resource requirements**

Classroom with requisite digital screening and lecture recording equipment; whiteboard. Moodle and LinkedIn Learning access.

## 6.1.10 Reading lists and other information resources

### Essential Reading:

- Baldwin, E. and McCracken, S. (2014). *Introducing cultural studies*. London: Routledge
- Brayfield, C. (2008). *Arts Reviews: And How to Write Them*. London: Kamera Books.
- Groves, N. (2010). 'What the experts said: Making it in arts journalism'. Available at: <https://www.theguardian.com/careers/what-the-experts-said-making-it-in-arts-journalism> [15-01-17].
- King, S. (2001). *On writing*. London: Hodder and Stoughton.
- Nørgaard Kristensen, N. and From, U. (eds) 2018. *Cultural Journalism and Cultural Critique in the Media*. London: Routledge.
- Ricketson, W. and Graham, C. (2017). *Writing Feature Stories: How to Research and Write Articles – From Listicles to Longform*. London: Allen and Unwin.
- Strunk, W. and White, E.B. (2006). *Elements of style*, London: Allyn and Bacon.
- Turner, B. (2011). *The writer's handbook 2011*, London: Palgrave.

### Other Resources:

- All Events - Dublin: <https://allevents.in/dublin>
- Apollo Magazine: <https://www.apollo-magazine.com/>
- Arte - Cultural Programming for a Better Understanding among Europeans: <https://www.arte.tv/en/>
- Buzz.ie: <https://www.buzz.ie/>
- Creative Review: <https://www.creativereview.co.uk/>
- Culture Action Europe: <https://cultureactioneurope.org/>
- Financial Times - Life and Arts: <https://www.ft.com/life-arts>
- Four Four magazine: <https://fourfourmag.com//>
- Hot Press: <https://www.hotpress.com>
- Independent.ie - Entertainment, Theatre and Arts: <https://www.independent.ie/entertainment/theatre-arts/>
- Irish Arts Review: <https://www.irishartsreview.com/>
- Joe.ie - movies and TV: <https://www.joe.ie/movies-tv>
- London Review of Books: <https://www.lrb.co.uk/>
- National Gallery of Ireland: <https://www.nationalgallery.ie/>
- New York Review of Books: <https://www.nybooks.com/>
- Nialler 9: <https://nialler9.com/>
- NME: <https://www.nme.com/>
- Resident Advisor: <https://www.residentadvisor.net/>
- RTÉ Culture: <https://www.rte.ie/culture/>
- Strictly Film School: <http://filmref.com/>
- Source Photographic Review: <http://www.source.ie/index.php>
- The Arts Council (Ireland): <http://www.artscouncil.ie/home/>
- The New Yorker: <https://www.newyorker.com/>
- Totally Dublin: <http://www.totallydublin.ie/>
- Visit Dublin - What's On: <https://www.visitdublin.com/whats-on>

## 6.1.11 Specifications for module staffing requirements

Lecturing staff are required to hold at least a master's degree in a humanities (communications) discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a

requirement. Lecturing staff are also expected to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development qualification from Griffith College or its equivalent.

#### **6.1.12 Module summative assessment strategy**

The assessment is based on continuous assessment (100%). Summative assessment is based on a combination of three pieces of assessed work. Learners must achieve an overall of 40% to pass the module. The table below shows the alignment of each of the individual sample components of assessment with the module learning outcomes. All submissions will be uploaded to Moodle. Some time will be allocated during seminars/class time to review chosen features.

<b>No.</b>	<b>Description</b>	<b>MIMLOs</b>	<b>Weighting</b>
(i)	Film Review	i, iii, iv, v	30%
(ii)	Live Event Review	i, iii, iv, v	30%
(iii)	Profile Writing	i, ii, iii, iv, v	40%