**Semester A 2022  
Journalism assessment**

# **JAMC52 Serious Skills**

**Content**

Students will learn the basic technical skills – in terms of hardware and software they will need to create and edit content, during an intense four-week module at the beginning of semester A. In order to engage with professional practice and start understanding more advanced concepts such as news narrative, storytelling and live production skills, students must first understand the basics of video and audio production. The skills covered will range from basic camera operation and filming techniques, sound, light and the variety of shots and styles available to them as content creators, editing their own content on Adobe Audition and Premiere, using Burli Newsroom to create news content and bulletins, and operate and understand the various job roles integral to the running of the radio station and TV production suite at The Workshop.

**Module Learning Outcomes (MLOs)**

On successful completion of this module students will be able to:

1. Recall processes and repeat production techniques using relevant software;
2. Select appropriate software and hardware to achieve specific journalistic conventions in film and audio, and online platforms;
3. Reproduce conventional studio practices and production protocols in the creation of broadcast media;
4. Identify and name specific pieces of hardware in a TV and radio studio and explain their functions.

**Assessment (100%)**

All assessment for this module is covered by in-class skills assessment, which will be completed during each Workshop session. This is a pass/fail module, so attendance and punctuality is crucial. At the end of the practical sessions, if you have passed, you will receive an online confirmation of what skills you’ve learned and demonstrated in the weekly sessions.

# **JAMC51 Journalism in Practice**

**Content**

This module begins straight after completion of JAMC52 ‘Serious Skills’, and is designed to put into use all of the newly acquired skills students have gained. Over the course of the module students will keep a learning journal documenting their training and reflecting on all of the new experiences and knowledge acquired. Students will create a set of journalistic artefacts as part of their portfolio submission, applying new skills, solving problems and evidencing learning on the module. This will also be the first introduction students have to legal frameworks and regulation, and how they apply to journalists; all our output will be underpinned by discussions about legality and adherence to regulation.

**Module Learning Outcomes**

On successful completion of this module students will be able to:

1. Describe and record new skills acquired, and explain their usefulness in both personal and vocational development;
2. Name and reproduce multimedia production terminology as it applies to broadcast and multimedia journalism;
3. Identify correct production procedures and reproduce studio protocols;
4. Select correct hardware and software to fulfil certain journalistic tasks.

**Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Load (eg wordage)** | **Weighting (as a percentage)** | **Learning outcomes assessed** |
| Learning Journal | 2,500 words (or equivalent) | 50% | 1, 2 |
| Portfolio | 2,500 words (or equivalent) | 50% | 3, 4 |

**Assessment criteria**

*Learning Journal: 50% (up to 2,500 words)*

Record your experiences of the practical Workshop sessions: what did you learn, what journalistic skills did you use, what might you do different next time, how would you assess your own performance and what skills gaps do you perceive in yourself?

*Portfolio: 50%*

A selection of practical journalistic work you will complete over the course of the taught module sessions.

# **JAMC53 Fast News**

**Content**

This module will equip the students with a confidence in their own journalistic ability - and also ingrain the principles of news journalism, exploring the conventions of a wide range of platforms and styles. Starting with written journalism from an historic perspective, charting its development and the roles of the journalist throughout that time, students will write a lot: on our news website - The Doughnut - and on their own social media platforms and other outlets. We will concentrate on the finer points of grammar and syntax in writing news stories, as well as how accuracy and legal compliance underpin all journalism. We will also consider truth and objectivity as a precursor to further modules which study these elements more closely. We will then look at how written news journalism compares with other media forms and apply some of the written conventions in broadcast settings.

**Module Learning Outcomes**

On successful completion of this module students will be able to:

1. understand and identify the principles of news journalism;
2. reproduce journalistic forms in appropriate ways, identifying and selecting certain conventions for specific briefs;
3. describe how different journalistic styles are appropriate for different audiences and platforms;
4. discuss their own work, reviewing their own application of the main principles of journalistic techniques and functions.

**Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment task** | **Load (eg wordage)** | **Weighting (as a percentage)** | **Learning outcomes assessed** |
| Portfolio | up to 3,000 words (or equivalent) | 60% | 1, 2 |
| Critical Review | up to 2,000 words (or equivalent) | 40% | 3, 4 |

*Portfolio 60%:*   
Three pieces of news journalism, selected by the student from their own work undertaken throughout this module. The work must be published on The Doughnut, with working links included in the submission (these must be checked before hand-in). The student can select any three pieces, but must explain in each case the specific intended audience and a brief description of why they chose it. Each must adhere to the conventions of publishing work on The Doughnut, in terms of style, and adhere to ethical and legal norms for written journalism.

*Critical review 40%:*

Part A: Using examples, show how one single news story is presented to two different audiences in separate publications or news sources. These can be websites, radio bulletins, newspapers, social media posts, or any other comparable sources. The student should define the audience for each outlet and describe the effectiveness of the approaches used in relating the story, with reference to the news habits and requirements of each demographic.

Part B: Analyse one piece of their own work, in relation to journalistic techniques used and how their work aligns with accepted journalistic conventions and norms. Students must also explain how their approach would appeal to a specific audience intended for the work.