

Module Specification

Module Title: Professional Studies – Music Journalism

Module code:	HBASHR022	NQF level:	Level 6
Credit value:	20 credits	Semester of study:	1 and 2
Applicable pathways:	Business, Classical, Film Music, Folk, Jazz, Popular, Production and Songwriting	Pre-requisites:	None

Module overview

This module provides an intensive period of independent study in which students will research and produce a substantial body of work appropriate for publication or commercial use in journalism or a journalism-related field. The range of project formats, subjects and topics that can be used is extremely wide and students are encouraged to choose an area of investigation and mode of working which fits their career aspirations. The possibilities include: a series of in-depth articles on a specific subject or topic; a series of articles produced in a particular style or format original project design, development and production in print or online.

Aims

This optional module address a range of skills needed to undertake journalistic practices and includes important considerations relating to ethics. It forms part of the programme's professional studies strand and its commitment to enhancing employment opportunities and a portfolio career.

The module aims to:

1. Consider a career in music journalism as well as other potential fields such as magazine production, copyrighting, social media management, web designing, PR and education.
2. Introduce students to the concepts and current practices of journalistic writing including print and online.
3. Investigate journalistic issues such as the ethical dilemmas faced by journalists in a multi-media environment in order to produce critically engaged articles.
4. Develop research and writing knowledge linked to a specified interest area.

Learning outcomes

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

1. Identify, contextualise and plan a medium-specific journalistic project.
2. Demonstrate evidence of sustained research relevant to the project.
3. Critically reflect on the process involved in the development and completion of the project and evaluate the outcome.
4. Apply critical approaches to the research and development of a project.

Learning and teaching methods

This module will be delivered through a lecture and seminar series.

Lectures are used for the effective delivery of key subject areas as outlined in the indicative content.

Seminars will be used to promote discussion in order to evaluate and critically appraise what has been covered in the lectures. For this module theoretical and contextual perspectives of journalistic practices will be delivered through a combination of lectures and seminars. The students will apply the knowledge learned to create a portfolio of articles over the duration of the module.

Contact hours and directed study (over semesters 1 and 2)

Delivery type	Student hours
Indicative hours for learning and teaching activities	30 hours
Indicative hours of directed study	170 hours
Total hours (100hrs per 10 credits)	200 hours

Opportunities for formative feedback

Students will receive formative assessment through seminar sessions.

Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Portfolio of commercially publishable/useable journalistic material	TBC	100%	1, 2, 3, 4

Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Coursework	4000 words	100%	1, 2, 3, 4

Indicative Reading List

- Keeble, R. (2009) *Ethics for Journalists*. Routledge.
- Marcus, G & Daphne Carr (eds). (2009) *Best Music Writing*. Da Capo Press.
- Watson, B, W. C. Bamberger (ed). (2010) *Honesty is Explosive: Selected Music Journalism*. Borgo Press.
- Bourdieu, Pi. (2001) *On Television*. The New Press.
- Frith, S. (1988) *Performing Rites: On the Value of Popular Music*. Harvard University Press.
- Goodwin, A. (1992) *Dancing in the Distraction Factory: Music Television and Popular Culture*. University of Minnesota.
- Hooks, B. (2004) *Outlaw Culture: Resisting Representations*. Routledge.
- Nehring, N. (1997) *Popular Music, Gender and Postmodernism: Anger Is an Energy*. Sage.
- Washburne, C J. (ed). (2004) *Bad Music*. Routledge.