

## News Gathering and Reporting

<b>Module title</b>	News Gathering and Reporting
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	1
<b>Parent programme(s) the plural arises if there are embedded programmes to be validated.</b>	Higher Diploma in Arts in Journalism and New Media Content
<b>Stage of parent programme</b>	1
<b>Semester (semester1/semester2 if applicable)</b>	1
<b>Module credit units (FET/HET/ECTS)</b>	10
<b>List the teaching learning and assessment modes</b>	The module will be delivered using lectures; problem-based learning; lab work; field work. Learners will work independently and autonomously and also in teams engaging in practice that is underpinned by theory, case study and best professional practice. Learners will be assessed on their ability to source, write and develop an array of news stories.
<b>Entry requirements (statement of knowledge, skill and competence)</b>	As per course entry requirements
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) If staff not in post at present, specify qualifications and experience required.</b>	Module co-ordinator must have a minimum Level 9 qualification in a relevant subject and/or suitable teaching and/or professional experience in relevant or closely cognate areas.
<b>Maximum number of learners per centre (or instance of the module)</b>	20
<b>Duration of the module</b>	1 Semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	3
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Classroom; computer lab; VLE.
<b>Analysis of required learning effort (much of the remainder of this table must also be presented in the programme schedule—take care to ensure consistency)</b>	
<b>*Effort while in contact with staff</b>	<b>Contact hours for the module</b>

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Direct e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
39							211			250
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Project	Practical	Final Exam	Total		
<b>Percentage contribution</b>				100%				100%		

### 6Module aims and objectives

This module gives students experiential access to the modes and approaches to sourcing news stories; dealing with those stories within the news team and writing those stories appropriately for the particular audience of their chosen outlet.

### Module learning outcomes

On completion of this module, learners should be able to:

1. Demonstrate an ability to source and develop news stories
2. Write and file stories competently in the genre of news journalism
3. Characterise the various relationships, roles and actions in the newsroom
4. Manage workloads, deadlines and post-filing tasks to a high degree
5. Critique and challenge the changes in news journalism across different contexts
6. Reflect on one's own growth and development as a news reporter

### Rationale for inclusion of the module in the programme and its contribution to the overall proposed Programme Learning Outcomes

This is the cornerstone module of the programme since news gathering and reporting are the most active roles in journalism.

This module will also contribute to the achievement of the following programme learning outcomes:

PLO1	Demonstrate an understanding of theories, concepts and methods pertaining to Journalism and New Media content creation
PLO2	Demonstrate a detailed knowledge and understanding of the practice of Journalism and New Media content creation across digital and analogue platforms
PLO3	Employ specific skills in: News gathering & reporting; media law and ethics; writing for diverse platforms; self-reliance

PLO4	Show appropriate judgement in a range of situations which involves discovery, organisation, and delivery, in timely and resourceful ways
PLO5	Create high-quality media content that is underpinned by an ethical approach to journalistic values
PLO6	Work in peer-to-peer teams or under supervision to complete tasks and projects in flexible and changing circumstances
PLO7	Manifest intellectual nimbleness and critical adaptability to new journalistic and media contexts, changing technological innovations and employment opportunities
PLO8	Show developed intrapersonal communication and an open, adaptable and flexible worldview

### Information provided to learners about the module

Information on the module will appear in this format in the colleges' prospectus:

*This module in news gathering and reporting will give students the tools and skills to produce high grade copy for the news cycle. Students will be given opportunities to be creative writers within the parameters of best practice in journalism. Students will learn to identify and understand news stories. They will learn to research, write and conduct themselves as ethical professionals. Learners will learn the specialist roles of the newsrooms such as court reporting, sub editing and acting as editor of news and current affairs stories in a dynamic environment.*

### Module content, organisation and structure

#### Content

Students will focus on the following areas:

Writing practice: Students build up a portfolio of writing work in the news and current affairs genres of news. This involves:

- Sourcing and identifying news stories
- Brainstorming and managing news team meetings
- Managing stories and human sources
- Researching content and narratives
- Interviewing
- Writing in the house style of a given outlet
- Delivering high quality work in a timely fashion
- Sub editing
- Court reporting
- Public relations (relationships and writing)
- Understanding the changing world of news gathering and challenging those changes
- Reflecting on one's personal growth as a journalist
- Understanding the values and ethics that underpin best practice in news gathering and reporting

Insight and reflection: Students interrogate their own work and approaches in an honest and reflective way. Students engage with transformative and current research on journalism and its role in society. Students reflect on the changing nature of news and the challenges that lie ahead.

#### Organisation and Structure

The learners will be supported by qualified staff in a practice setting, including industry professionals currently working in journalism. The emphasis being on the building up of a portfolio of work which showcases the learners' abilities as features and communications specialists. There will be opportunities to write for local newspapers in Carlow, Laois and Kildare where the learners will get real-life experience and see their world published. Students will, as a team, have to create, develop and publish a monthly campus newspaper which covers news and feature items.

### Module teaching and learning and assessment strategy

The assessment strategy on this module leans on the hegemony of experiential learning in journalism. The best way to become a good writer is to write a lot and often. As a consequence, learners will be assigned regular writing tasks and will be assessed appropriately. Theory will be included as theory informs practice and leads to superior work. Problem-based learning will be important as a strategy on this module as it provides 'real-world' scenarios appropriate to what is a 'real-world' and dynamic profession. Reflection is also an important Teaching and Learning focus in an industry underpinned by values and ethics. Therefore, learning journals will be used as part of the digital portfolio.

### Module summative assessment strategy

This is a writing module with a flexible reflection, and students will be asked to write diverse articles that show suppleness and expertise across the news landscape. The work will and reflection will become part of the students' digital portfolio which can be used to reach out to prospective employers.

### Nature of assessment materials

Assessment	Weighting	MiMLO
<b>Write news stories</b> -source and research news stories -stories of 600-800 words -suitable for inclusion in local and national outlets	4 X 20%	1, 2, 4
<b>Reflection</b> -student charts experiences and growth -student reflects on changes and challenges in news gathering locally and globally (may be in written 1,000 words, or video format approx. 5'00")	1 X 20%	3, 5, 6

### Timetabling, learner effort and credit

Timetable	Learner Effort	Credit
3 hours one night per week for 13 weeks	250 hours, contact hours and independent learning, writing and assessment combined	10 ECTS

### Work-based learning and practice-placement

Across the modules (including this module), students will develop, write assessable content for a monthly campus newspaper that will service IT Carlow and Carlow College, St. Patrick's. Students will be responsible for the publication of the campus newspaper/magazine, including the funding of the magazine through advertising. As such, the magazine is an enterprise and can constitute work-based learning, or can be considered as authentic assessment at the higher end of the scale. Students will also have the opportunity to write for local news outlets when the work has reached the standard required for publication.

## E-learning

Written articles will have to be delivered digitally and assessed online. Students will use Turnitin technology to deliver work and lecturers will use Turnitin to assess student work and give feedback.

## Module physical resource requirements

Students will need access to computer labs and libraries to engage in writing and research, but learners can also use their own laptops and mobile devices.

## Reading lists and other information resources

Craft, C., Davis, C. N. (2016) *Principals of American Journalism: An Introduction*. New York: Routledge.

Berner, R.T. (2007), *Fundamentals of Journalism*. Spokane, Wash.: Marquette Books.

Kovac, B., Rosenstiel, T. (2001), *The Elements of Journalism*. New York: Crown Publishing Group.

Shrunk, W.I. (1999), *The Elements of Style*. Boston, MA: Pearson Education.

Zinsser, W. (1976), *On Writing Well*. New York: Harper Collins.

## Viewings

'Careers in Journalism' <https://gradireland.com/careers-advice/job-descriptions/journalis>

'The Principals of Good Writing' <https://www.youtube.com/watch?v=Pdkbsl3YjHM>

'Fake News and the Future of Journalism' <https://www.youtube.com/watch?v=4XGTTKJJsEw>

'The Future of News Media is in our Hands' [https://www.youtube.com/watch?v=bVMna\\_zSGio](https://www.youtube.com/watch?v=bVMna_zSGio)

## Websites

[www.guardian.co.uk](http://www.guardian.co.uk)

[www.independent.ie](http://www.independent.ie)

[www.irishtimes.ie](http://www.irishtimes.ie)

[www.carlow-nationalist.ie](http://www.carlow-nationalist.ie)

## Ethical Considerations

Ethics are at the heart of journalism and media communications. Features writing, in particular, means often dealing with human and affecting stories. The fair treatment of the public/expert participants and the accuracy of information is primary. Teasing out issues relating to dealing with participants will be unpacked in this module and best practice will be taught.

## Reassessment Procedures

All details regarding compensation, preponderance, penalties for late submissions, policy around repeat examinations/assessments, pass standards at programme, module, and assessment level, mitigation policy, max completion period are outlined in the Institute's Academic Standards and Assessment Regulations. Where a Learner does not successfully complete the module, they will have the opportunity to repeat the assessment in line with the Institute's Academic Standards and Assessment Regulations. This is available through Sharepoint here:

<https://staffportal.itcarlow.ie/functions/Quality/default.aspx>.