

<b>Module Code:</b>	MCT 509		
<b>Module Title:</b>	REPORTERS AND THE REPORTED		
<b>Module Tutor:</b>	RICHARD TAIT		
<b>Semester:</b>	AUTUMN	<b>Credit Value:</b>	10

**Scheme of study for which this module is compulsory:**  
**Title of Scheme:** PgDip Journalism

**Aims Of The Module:**  
 To give the students a detailed understanding of the relationship between the media and society and to examine the main issues facing the media in the UK today, together with lectures on ethics and case studies looking at current journalistic issues from the perspectives of leading professionals as well as bringing the students up to date with the latest relevant research into journalism.

**Learning Outcomes Of The Module:**  
 On completion of the module a student will have:  
 Knowledge and understanding: Gained knowledge of the ethical and regulatory context in which the media has to operate  
 Intellectual skills: Enhanced analytical, research and communications skills.  
 Discipline specific skills: Increased confidence to operate within ethical boundaries; be aware of challenges to trust, credibility and objectivity.  
 Transferable skills: Improved research skills and developed as a reflective practitioner

**Methods Of Teaching And Learning:**  
 The module will be conducted in a formal lecture style. The lectures are normally 45 minutes, with 40 minutes for questions and discussion. Guest lecturers represent many of the main media and employers. Asking well-informed and pertinent questions is seen as both an important part of the course and the students' contribution to maintaining Cardiff's reputation with the professional world. Learning will be developed through personal research, use of online resources, monitoring of associated media coverage and application through the practical modules in the programme.

**Assessment:**  
 Reporters and the Reported is assessed by a journalistic article of 1,200 words write based on the lectures in the autumn semester. The article is to be accessible, informal, use everyday language and, above all, be engaging to the reader throughout. It must draw on evidence and arguments from all relevant lectures in the series. The criteria by which it is assessed are:  
 Is the piece engaging? Does it hold the reader's attention from top to bottom?  
 Language – is it accessible to everyday readers?  
 Does the writer logically and sensibly defend the position he is taking? Are the issues and evidence used to support the report and argument understood?  
 Are the facts accurate?  
 Spelling and grammar are important as well as the argument.

**Methods of Summative Assessment**

Type	% Contribution	Title	Deadline	Word Length
CW	100	Reporters and the reported article	Jan 2012	1,200

**Syllabus Content:**  
 10 lectures and Q&A sessions on journalistic ethics, key research, media futures, political reporting, safety, trauma and other timely issues including visiting speakers, diploma staff and Jomec researchers

**Indicative Reading List:**

Develop the habit of reading the trade press, such as Broadcast and Press Gazette etc, as well as the media pages of the national newspapers, especially the Guardian's media section on Mondays, The Observer, The Independent and The Times. You should also regularly check the Media Guardian's website. The Bute Resources Centre has a large selection of books about all aspects of the media. Most of these resources, and many others, can be accessed on the Internet. You should also develop a habit of comparing how different newspapers, magazines and broadcasters cover different stories – don't just read your favourite publications or watch your favourite programme – you can often learn different approaches from looking at their competitors.

Hargreaves, I. (2003) *Journalism: Truth or Dare*, Oxford University Press  
Marr, A. (2004) *My Trade: A Short History of British Journalism*. MacMillan  
Tett, Gillian, (2009) *Fool's Gold*, Little, Brown  
Peston, Robert (2008) *Who Runs Britain?* Hodder & Stoughton  
Phillis, B. (2003) *Final Report of the Independent Inquiry into Government Communications*, ([http://www.cabinetoffice.gov.uk/reports/communications\\_review/index.asp](http://www.cabinetoffice.gov.uk/reports/communications_review/index.asp)).  
Alan Rusbridger, (2004) *The Guardian's post Hutton guidelines for journalists*, (<http://media.guardian.co.uk/huttoninquiry/story/0,,1135126,00html>) (Alternatively, select Special Reports, then go to Comment and Reaction).  
BBC (2004) *The BBC's Journalism After Hutton; The Report of the Neil Review Team* ([http://www.bbc.co.uk/info/policies/neil\\_report.shtml](http://www.bbc.co.uk/info/policies/neil_report.shtml)).  
BBC (2007) *From Seesaw to Wagon Wheel: Safeguarding Impartiality in the 21<sup>st</sup> Century* (<http://www.bbc.co.uk/bbctrust.research/impartiality.html>).  
International News Safety Institute (2007) *Killing The Messenger* (<http://www.newssafety.com>)  
Dart Centre Europe ([www.dartcenter.org](http://www.dartcenter.org))  
International Press Institute ([www.freemedia.at](http://www.freemedia.at))  
Media Guardian ([www.mediaguardian.co.uk](http://www.mediaguardian.co.uk))  
Hold The Front Page ([www.holdthefrontpage.co.uk](http://www.holdthefrontpage.co.uk))

For Guidelines and Codes of Practice:

Press Complaints Commission, Code of Practice ([www.pcc.org](http://www.pcc.org))  
Ofcom Broadcasting Code ([www.ofcom.org.uk](http://www.ofcom.org.uk))  
BBC Editorial Guidelines ([www.bbc.co.uk/guidelines](http://www.bbc.co.uk/guidelines)).

In addition, students can also consult some older books on ethics which still have some interesting arguments in them

Belsey, A. and Chadwick, R. (1992) **Ethical Issues in Journalism and the Media**, Routledge.  
Calcutt, D. (1990) **Report of the Committee on Privacy and Related Matters**, HMSO.  
Clarkson, W. (1990) **Dog Eat Dog: Confessions of a Tabloid Journalist**, Fourth Estate.  
Day, L.A. (1991) **Ethics in Media Communications: Cases and Controversies**, Wadsworth.  
Fink, C. (1988) **Media Ethics: In the Newsroom and Beyond**, McGraw Hill.  
Goodwin, G. and Smith, R.F. (1994) **Groping for Ethics in Journalism**, Iowa State University Press.  
Klaidman, S. and Beauchamp, T. (1987) **The Virtuous Journalist**, Oxford University Press

**Personal development planning:**

This module is a key contributor to each student's development as a reflective practitioner – a thinking journalist. It requires each individual to confront the key issues in journalism and begin to define a personal position within those major debates and ethical challenges.  
Progress on all modules is discussed in fortnightly one-to-one tutorials with a personal tutor