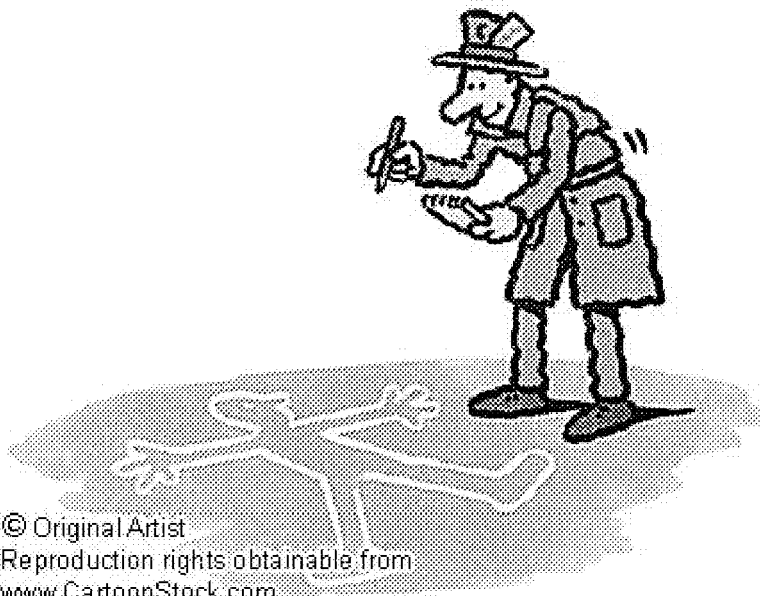


**Special Study: The Truth-Seekers – Investigative
Journalism from Pulitzer to Palast
MODULE CODE JO3268
MODULE GUIDE**

SEMESTER 1, 2011-12: Tuesdays 11am-1pm, JG3008



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JOURNALISM JO3268

THE TRUTH-SEEKERS: INVESTIGATIVE JOURNALISM FROM PULITZER TO PALAST

TEACHING TEAM _____	3
ABOUT THE MODULE _____	3
MODULE AIMS _____	3
LEARNING OUTCOMES _____	4
TEACHING AND LEARNING STRATEGIES _____	5
MAJOR CATEGORIES OF ASSESSMENT _____	7
BIBLIOGRAPHY _____	10
PROGRAMME SCHEDULE _____	12
APPENDICES _____	19
NOTES ON ASSESSMENT _____	19
THE ACADEMIC SKILLS CENTRE _____	20
THE LEARNING RESOURCE CENTRE _____	20
ACADEMIC MISCONDUCT (PLAGIARISM) _____	21

JOU3268

THE TRUTH-SEEKERS: INVESTIGATIVE JOURNALISM FROM PULITZER TO PALAST

TEACHING TEAM

Module Leader:

James Morrison

e-mail:

Office:

Office hours:

Monday 4-5pm and Tuesday 2-3pm

ABOUT THE MODULE

This special study focuses on the nature and purpose of investigative journalism. It will seek to discriminate between the various types of investigative reporting – from the forensic document-trawling of Woodward and Bernstein, Seymour Hersch and Greg Palast to the undercover antics of Mazher Mahmood (the 'Fake Sheikh') and Donal Macintyre; from the risky reportage of foreign correspondents working in the world's warzones to the no less courageous 'crusading' or 'campaigning journalism' of John Pilger.

As this is a special study module, formal teaching will be kept to a minimum. The emphasis will be on constructing a framework within which students can develop their own assessed project ideas, with active input from their peers and under their tutor's guidance. For this reason, some sessions will be given over to independent study, with the tutor present to offer practical support, rather than running a formal 'class'. The first two or three weeks will be more structured, with introductory sessions focusing on exploring the meaning of the term investigative journalism; its scope and limitations; and the various quandaries it presents to its practitioners – from ethical dilemmas to issues of access and basic health and safety. There will also be opportunities for seminar-style discussion of relevant debates and controversies raised through the media during the semester. A course reader, featuring core articles and chapters drawn from key texts, will be distributed in week one, and students will be asked to undertake specified reading in their own time between sessions in order to facilitate informed and useful discussion during seminars.

Once students have chosen topics for their extended essays, they will be expected to deliver detailed 20-minute Powerpoint presentations to their colleagues, outlining their aims and objectives, and the sources and methods of research they will be employing to produce their finished projects. These are intended to stimulate discussion, offering useful feedback to help both them and their listeners sharpen the focus of their research. The intention is for the presentations to be delivered between weeks five and seven.

MODULE AIMS

The main aims of the module are to:

- Examine in detail the concept of investigative journalism, in terms of the practical, ethical and legal constraints within which practitioners operate.
- Explore the evolution of the form, from its early days in wartime reportage to the use of investigative techniques to root out political, corporate and celebrity exposes - and its more routine application in day-to-day reporting.
- Assess the relative merits, limitations and criticisms of recent developments in the field of investigative journalism – from the legal and ethical issues surrounding phone-hacking, blagging and entrapment to the rise of citizen journalism, ‘DIY investigations’, and the rights and wrongs of Martin Bell’s ‘journalism of attachment’ in relation to objective investigating.
- Engage with a variety of theoretical and methodological approaches appropriate to the study of journalistic ethics.
- Enable students to work independently to write an extended research essay on their chosen topic, together with a related practical project – which may or may not entail producing their own piece of investigative journalism.

LEARNING OUTCOMES

On successful completion of the module, students will have:

- Displayed a detailed knowledge of the nature and scope of investigative reporting, and the ethical, practical and professional issues underpinning it.
- Utilised a range of sources and engaged with different theoretical and practical approaches to explore the concept of investigative reporting in all its forms.
- Utilised a range of sources and engaged with different theoretical and practical approaches to explore the concept of investigative reporting in all its forms.
- Demonstrated the ability to work independently and to manage their time effectively.
- Displayed an ability to interrogate relevant primary sources in appropriate ways while exploring issues relevant to the topic of investigative journalism.
- Demonstrated the ability to conceptualise and structure an extended argumentative essay, and the skills needed to produce an associated practical project – potentially a piece of investigative journalism

TEACHING AND LEARNING STRATEGY (indicative)

The module is taught on Tuesdays, from 11am-1pm in JG3008. My office hours (for drop-in advice and tutorials) are on Monday from 4-5pm and Tuesday from 2-3pm in MB308.

The module will be taught across a two-hour block. This time will be divided up in different ways, depending on the aims of the particular session. It will include short, tutor-led presentations to set up themes and issues and introduce topics for debate; whole group workshops; student-led presentations; independent study; and seminar discussions on issues relevant to the special study that emerge through the media during the course of the semester. Seminars and workshops will encourage active participation and, as befits third-year study, students are expected to come to each session having prepared the reading and undertaken any other preparatory activities set the week before. Students will also be expected to ask questions and contribute to discussions; and, where appropriate, lead discussions and activities. Weeks 7 and 8 will be organised around detailed presentations by students on their 'work in progress' in relation to their proposed project assignments (both academic and practical) for the module. These sessions will provide an opportunity for peer discussion and reflection, as well as formative feedback in advance of the formal submission. As such, they form a vital stage in the learning process on this double-weighted module.

As this is a third level module, the emphasis will focus progressively on encouraging and supporting independent work. The majority of the 190 work hours that this module represents will involve reading, preparing for assessments, gathering materials, and discussing issues with other students. You should anticipate spending at least 14 per week on work for this module outside class time. However, independent learning is not supposed to be isolated learning! You are encouraged to attend tutorials to discuss the preparation of your coursework assignments throughout the semester.

Studyspace

Studyspace (formerly Blackboard) will be used to support students' learning in a number of ways. Lecture notes and workshop and seminar handouts will be posted on the site, together with links to external sources, reading material, websites and archival sources that may be of interest.

MAJOR CATEGORIES OF ASSESSMENT

There are THREE elements to the assessment for this module.

Students will be expected to write **an essay of 5-6,000 words**, produce a related **practical project**, and deliver a **joint presentation on a preliminary investigation** carried out in the early weeks and **an assessed individual presentation on their work-in-progress** for their practical project and extended essay. This can take any of a number of forms, and should be agreed with your module leader on a one-to-one basis. The aim of special studies is to offer students complete flexibility to approach their practical work from a 'blank slate': for example, given the nature of this particular study you might choose to produce your own piece of investigative journalism, but this could take the form of a written article; a documentary-style short film, video, podcast, or radio feature; or some other form of practical piece inspired by a relevant theme.

The first assessments (the work-in-progress and seminar presentations) will take place in class during the semester. Individual presentations on work-in-progress (essay and/or practical project research) may last between 20 and 40 minutes, including questions and class discussion. They will take place during weeks 7 and 8. Seminar presentations/introductions, lasting 10 minutes or less, are designed to stimulate discussion of topics relevant to the module and encourage students to read around the subject to gain a deeper understanding of the practical, ethical and conceptual issues underpinning it.

This essay and practical project MUST be submitted by 11am on WEDNESDAY 25 January 2012.

1) Extended Researched Essay – 5-6,000 words (50%)

Students will select one aspect of investigative journalism to work on during the semester. Drawing on debates raised by the module, you are asked to choose one issue of interest and develop an academic research project to explore this. You will present your 'work in progress' to the group as a formative assessment and, following feedback from peers and tutor, submit the final project for summative assessment after Christmas. As this is a journalism module, your academic essay is expected to include some evidence of primary research (e.g. interviews with practitioners, survey/questionnaire or focus-group findings and/or content analysis) in addition to background reading of secondary sources.

Research topics might include:

- The ethics of investigative journalism: how to handle off-the-record briefings; using anonymous tip-offs and leaks without knowing the sources; the ethics of undercover reporting, disguise, deception, entrapment, bugging, phone-hacking, blagging, cheque-book journalism, paparazzi photography etc.
- Taking sides: does a journalist have to be totally objective to produce a truthful investigation? Have campaign/crusading journalism, the 'journalism of attachment' and the growth of field censorship and 'embedded reporting' in warzones compromised reporters' integrity?
- The use of investigative sources: off-the-record briefings, anonymous tip-offs and leaks and day-to-day shortcuts like the Freedom of Information Act.
- A critical analysis of a specific incident or controversy relating to the use of investigative journalism techniques (e.g. Truman Capote's *In Cold Blood*; Woodward and Bernstein's 'Watergate' investigation; *The Guardian's* expose of Neil Hamilton, Mohamed Al Fayed, and 'cash for questions'; Donal Macintyre, the BBC documentary, and the care home closure controversy; the 'Fake Sheikh's' entrapment of the Duchess of Wessex, Sven Goran-Eriksson etc); or the News of the World's phone-hacking fishing expeditions
- DIY investigations - Googling, citizen journalism, 'investigative' blogging, Freedom of Information, and the rise of DIY and collaborative investigative sites like Wikileaks and [helpmeininvestigate.com](http://helpmeinvestigate.com).

Aims of the assessment:

- To demonstrate a critical knowledge and understanding of the subject area.
- To demonstrate an ability to apply appropriate concepts, theories, and approaches in an analysis of a specific aspect of investigative journalism.
- To demonstrate the ability to identify, devise, and execute a piece of independent work.
- To organise and structure an extended argumentative essay.
- To present the essay with due regard to accepted scholarly conventions of layout, citation, and bibliography.

The Assessment Criteria for the extended researched essay:

- A clearly focused topic.
- A critical engagement with concepts and theories discussed on the module.
- Evidence of scholarly research and reading beyond those areas explored in the taught sessions.
- A clear argument presented in a fluent style, with the use of appropriate academic style in relation to references, bibliography, quotes etc.
- Evidence of self-directed research into areas beyond the material explored in the taught sessions.

Please refer to the assessment criteria published in the field guide for details on class marks.

2) A Practical Project - 2,500 words or equivalent (40%)

You will identify and agree a topic area suitable for a practical project. These projects should be linked to the broad critical, theoretical and conceptual concerns of the module, providing an opportunity to explore these in a practical medium. They should also be related to the themes of your written project in some way to provide continuity.

The expectation is that most students will choose to use this opportunity to embark on their own journalistic investigation – whether by going undercover or producing another form of journalism, requiring in-depth primary and secondary research. You may, however, choose to produce a practical project of a different kind. Examples of other approaches might include any of the following (or any agreed with your tutor that you come up with yourself):

- A feature-style interview with a major player in investigative journalism – or someone who has been the subject of (or a party to) an investigation
- A wider media section-style feature exploring a specific ethical, practical or other issue/debate in the realm of investigative journalism
- A pastiche of a classic piece of investigation or a piece of investigative work of your own produced in the style of a particular practitioner

NB You may provide a rationale to accompany your project. This would aim to situate the practical piece within appropriate scholarly debates and justify the choice of project. The rationale should be approximately **1,000 words**. Should you take this option, the project itself should be reduced in length accordingly.

Aims of the assessment:

- To apply critical knowledge and understanding of the subject area in a practical application.
- To explore appropriate topics, themes, and debates through a practical project.
- To demonstrate the ability to identify, devise, and execute a piece of independent work.
- To organise, structure, and execute a practical project.
- To develop skills of time-management and negotiation.

Assessment Criteria for the Practical Project:

- A clearly focused project.
- An ability to utilise the selected medium for effective communication.
- Creativity in the use of aesthetic conventions.
- An understanding of the critical frameworks debates and approaches underpinning the project.
- Evidence of research and scholarly engagement.

3) Presentations on preliminary investigation and individual work-in-progress (10%)

During Week 3 you will be split into pairs and asked to carry out preliminary research on a small-scale journalistic investigation for the following week. In Week 4, the pairs will take it in turns to deliver informal presentations to the rest of the group on the work they have undertaken and what they have found out – highlighting any practical, legal and/or ethical issues they encountered in doing so and, where relevant, relating these to the work of other practitioners.

During Weeks 7 and 8 you will deliver a presentation lasting a minimum of 20 and a maximum of 40 minutes. This is designed to stimulate in-class discussion while also acting as a means by which you can raise any questions you may have about practical, ethical and/or legal issues or dilemmas/obstacles you have encountered so far – and any you anticipate in future. The aim of the exercise is to offer you an informal, supportive forum in which to float ideas. You will be marked according to the following criteria:

- The relevance and quality of your provisional essay research question(s) and practical project proposal – and the clarity of the relationship you outline between these two assessed elements
- Evidence of primary and secondary research carried out up to this point – and any early findings you are able to outline

- Your awareness of relevant topical issues and debates with a bearing on your chosen area(s) of academic and/or practical research
- Evidence of background reading of relevant academic and journalistic texts, with pertinent issues, arguments and citations identified

ASSESSMENT STRATEGY (INDICATIVE)

LEARNING OUTCOME On completion of the module, students will be able to:	ASSESSMENT STRATEGY
1) Display a detailed knowledge of the nature and scope of investigative reporting, and the ethical, practical, and professional issues underpinning it	Formative assessment through feedback on written proposals, and summative assessment through presentations, extended essay, and practical project
2) Utilise a range of sources and engaged with different theoretical and practical approaches to explore the concept of investigative reporting in all its forms	Summative assessment through presentations, academic essay and practical project
3) Demonstrate the ability to work independently and to manage their time effectively	Summative assessment through academic essay, practical project and in-class presentations – with emphasis placed on punctuality of successful completion of both
4) Display an ability to interrogate relevant primary sources in appropriate ways while exploring issues relevant to the topic of investigative journalism	Summative assessment through extended essay, practical project, and in-class presentations
5) Demonstrate the ability to conceptualise and structure an extended argumentative essay, and the skills needed to produce an associated practical project – potentially a piece of investigative journalism	As above

Academic Skills

The Faculty of Arts and Social Sciences runs a Centre for Academic Support and Employability (CASE) where students can get one-to-one help with assessments. The Centre (formerly known as ASC) operates on an informal drop-in basis, providing specific help for students at all levels with their studies: presentation, referencing, structuring and editing traditional academic

writing, as well as multimedia texts. Specialist workshops including Careers activities are also offered each semester. All FASS students are encouraged to get as much help as possible with their academic work from CASE; no appointment is necessary, but at busy times consultations may be limited to 10-15 minutes. The Centre is located in specially designed accommodation in room 703 of the Tower on Penrhyn Road and opens **from week 4**, 10am-5pm Monday – Thursday and 10am – 3pm on Friday. The Centre is open during the inter-semester break and the summer assessment period until the end of May. FASS Postgraduate students preparing their dissertation may book a 30-minute advice session from June to mid-September.

The contact address for CASE general enquiries and postgraduate appointment requests is: case@kingston.ac.uk

Bibliography

Core Texts

- Truman Capote. *In Cold Blood* (Penguin Modern Classics, 2000)
- Mark Curtis. *Web of Deceit: Britain's Real Role in the World* (Vintage, 2003)
- Ann Bausum. *Muckrakers: How Ida Tarbell, Upton Sinclair, and Lincoln Steffens Helped* (National Geographic Society, 2007)
- Heather Brooke. *Your Right to Know: A Citizen's Guide to the Freedom of Information Act* (Pluto Press, 2006)
- Hugo de Burgh. *Investigative Journalism* (Routledge, 2008)
- Hugo de Burgh. *Investigative Journalism: Context and Practice* (Routledge, 2000)
- Harold Evans. *My Paper Chase: True Stories of Vanished Times – An Autobiography* (Little, Brown, 2009)
- George Monbiot. *Captive State* (Pan Books, 2001)
- Greg Palast. *The Best Democracy Money Can Buy* (Plume Books, 2004)
- John Pilger. *Tell Me No Lies: Investigative Journalism and Its Triumphs* (Vintage, 2005)
- John Pilger. *Documentaries that Changed the World* (4 DVD boxed set)
- David Randall. *Great Reporters* (Pluto Press, 2005)
- Bruce Shapiro. *Shaking the Foundations: Investigative Journalism through 200 Years of Outrage, Invective, Exposure, and Vindication* (Thunder's Mouth Press, 2003)
- David Spark. *Investigative Reporting: A Study in Technique* (Focal Press, 1999)
- Bob Woodward and Carl Bernstein. *All The President's Men* (Pocket Books: New Edition, 2006)

Recommended Reading

- James L Aucoin. *The Evolution of American Investigative Journalism* (University of Missouri Press, 2007)
- Heather Brooke. *The Silent State: Secrets, Surveillance the Myth of British Democracy* (Windmill Books, 2011)
- Matt Drudge. *The Drudge Manifesto* (Penguin Putnam, 2000)
- David Garlock. *Pulitzer Prize Feature Stories: Americas Best Writing, 1979-2003* (WileyBlackwell, 2003)
- Seymour M. Hersh. *Chain of Command: The Road from 9/11 to Abu Ghraib* (HarperCollins, 2005)
- Seymour M. Hersh. *The Dark Side of Camelot* (HarperCollins, 1998)
- John Hohenberg. *Foreign Correspondence: The Great Reporters and Their Times* (Syracuse University Press, 1995)
- David Leigh and Luke Harding. *Wikileaks: Inside Julian Assange's War on Secrecy* (Guardian Books, 2011)

- Anthony Lewis. *Written Into History: Pulitzer Prize Reporting of the Twentieth Century from the New York Times* (Times Books, 2002)
- Donal Macintyre. *Macintyre Undercover* (BBC, 1999/2000)
- Donal Macintyre. *Macintyre's Underworld – Volume 1* (DVD, Contender Entertainment Group, 2007)
- Donal Macintyre. *A Very British Gangster* (DVD, Contender Entertainment Group, 2008)
- John Pilger. *The New Rulers of the World* (Verso Books, 2003)
- John Pilger. *Hidden Agendas* (Vintage, 1998)
- John Pilger. *Freedom Next Time* (Black Swan, 2007)
- John Pilger. *Heroes* (Vintage, 2001)
- Jacob Riis. *The Battle with the Slum* (Scholarly Publishing Office, University of Michigan Library 2011)
- Wika Sifry. *Wikileaks and the Age of Transparency* (Yale University Press,)
- Steve Weinberg. *Taking on the Trust: How Ida Tarbell Brought Down John D Rockefeller and Standard Oil* (WW Norton and Co, 2011)
- Bob Woodward. *The Final Days* (Pocket Books: New Ed, 2006)

PROGRAMME SCHEDULE

Week by week guide to the module

Week 1: Tuesday 27 September

Introducing the Truth-Seekers: Short History of Investigative Journalism

This session will provide a brief overview of the key topics to be discussed and reflected on during the module. We will map out general themes and issues to be examined over the semester, beginning with a Q&A 'ice-breaker' designed to stimulate discussion on the nature of investigation journalism, how it has evolved over time, and what the term now means.

Aims:

- To introduce the module, its organisation and modes of assessment.
- To encourage students to identify different genres of investigative journalism; types of investigation techniques; and associated ethical, safety, practical, and other issues.
- To explore the term 'investigative journalism' in reference to other distinct types of journalistic research, and to critically assess the impact of developments like embedded reporting and the rise of citizen journalism and the journalism of attachment on objective investigation.
- To encourage students to reflect critically on the merits, risks, and responsibilities of investigative journalism – and the extent to which investigative reporters can avoid bias and subjectivity.
- To introduce students to the work of notable practitioners past and present from around the world, beginning with the origins of investigative journalism in the United States and charting its evolution

Week 2: Tuesday 4 October

Investigative Journalism in the Multimedia Age: Ethical and Technological Perspectives on the Democratisation of Investigation

In this session, we will examine recent developments in investigative journalism, including the online revolution, the rise of citizen journalism, the Freedom of Information Act, and the 'democratisation' of investigation through the advent of collaborative and 'DIY' investigative and whistle-blowing sites like helpmeinvestigate.com and Wikileaks, crowd-sourcing, and professional (or semi-professional) transnational investigative bureaux. We will also evaluate the perceived 'threats' to traditional investigative reporting presented by the rise of spin and the PR industry, embedded war reporting, and commercial confidentiality - and the curbs on 'press freedom' ushered in by the Data Protection Act, the Human Rights Act, recent High Court judgments in privacy cases, and rulings on the disclosure of confidential sources. The session will also look at the technological forces at work to aid and hinder investigative reporting, and their legal and ethical implications (where appropriate): for example, wire-tapping, mobile phone-hacking, Facebook-hacking, covert video recording/surveillance, etc.

The recent News of the World hacking scandal will be examined as an in-depth case study which demonstrates both the 'positive' and 'negative' sides of journalistic investigation. Discussion will be framed around two key themes: (1) the question of whether speculative covert monitoring of personal communications can ever be justified as (legitimate/public interest) investigation, and whether routine hacking can even be seen as 'investigative' in the 'true' or classic sense; and (2) the crucial role played by investigative journalists from the Guardian newspaper in exposing the red-top tabloid's conduct and driving the parliamentary and police investigations that followed.

The use of hacking will be contrasted with more 'ethical' examples of the use of new technologies to aid investigation - ranging from the use of social media like Twitter and Facebook by professional and citizen journalists reporting from the scenes of the popular uprisings of the 'Arab Spring' to the use of crowdsourcing by the Guardian to aid its investigation into MPs' expenses.

Aims:

- To review developments in investigative journalism in late 20th century and early 21st century Britain, paying particular regard to the growth of social media and new technologies as aids to investigation.
- To explore ongoing issues relating to the accountability and regulation of investigative journalists in print, broadcast and online media.

Week 3: Tuesday 11 October

Investigative Journalism: A Means to an End (But What End?)

Following on from some of the themes introduced the previous week, this session will focus on applying critical perspectives to specific examples of

'good' and 'bad' investigative journalism practice. Relevant case studies will be cited to facilitate discussion (e.g. examples of subterfuge to obtain information/expose corruption or controversy; public interest versus public prurience; general reporting versus investigative reporting; citizen journalism versus professional journalism; freedom of information versus data protection and commercial confidentiality; journalists versus detectives/police).

Activity: students will be split into pairs in the second half of today's session, and asked to begin thinking about a dry-run joint piece of investigative journalism on which they would like to start working in the coming week. Evidence of material gathered in this preliminary investigation must be presented to the class the following week.

Aims:

- To relate the study of investigative journalism to real world situations.
- To identify key terms, debates, and tensions within the field of study.

ALL STUDENTS WISHING TO HAND IN AN OUTLINE OF THEIR PROPOSED RESEARCH ESSAY ARE REQUIRED TO COMPLETE THE ATTACHED PROPOSAL FORM IN TIME FOR THIS SESSION AND SUBMIT IT FOR APPROVAL AT THE END OF THE SEMINAR.

Week 4: Tuesday 18 October

Investigative Journalism in Action

Student pairs to take it in turns to report back to class on the preliminary investigative work they have undertaken in the previous week. Other students to critique their approaches, and suggest additional or alternative modes of investigation. Class discussion on the ethical and practical considerations journalists face in determining the terms of reference and parameters of investigations, and beginning their primary research.

Week 5: Tuesday 25 October

Assessed Projects: Identifying Sources and Constructing Arguments

This practically oriented session will focus on clarifying the terms of reference, parameters, aims and objectives of the assessments, and demonstrating how students should begin identifying suitable sources and constructing written arguments. You will each receive back your essay proposals with written feedback, and there will be an opportunity for both group and one-to-one Q&As on the requirements of the upcoming presentations. The group will be split in two, to clarify when each student will be expected to give his/her presentation. The first half of the group will deliver theirs the following week.

Aims:

- To clarify the scope and nature of the summative written assessments.
- To identify appropriate strategies for sourcing contacts, researching, presenting and writing the written assessments.

ALL STUDENTS WISHING TO SUBMIT A WRITTEN OUTLINE OF THEIR PROPOSED PRACTICAL PROJECT ARE REQUIRED TO COMPLETE THE ATTACHED PROPOSAL FORM IN TIME FOR THIS SESSION AND SUBMIT IT FOR APPROVAL AT THE END OF THE SEMINAR.

Week 6: Tuesday 1 November

Enrichment Activity Week

Week 7: Tuesday 8 November

Written Assessments: Presentations 1

The first half of the students on the register will give Powerpoint presentations outlining of **at least 20 minutes** on their 'work in progress' - identifying issues that have emerged from their initial research, and strategies they intend to use to address them. Presentations will be interspersed with group discussion intended to help the speakers fine-tune their ideas and progress with them.

Aims:

- To give students the chance to share their assessment ideas with their peers and tutor, with the aim of assisting them in their independent study.
- To enable students to share 'best practice' in terms of research and enquiry, and to promote a wider consideration of ethical issues.

Week 8: Tuesday 15 November

Written Assessments: Presentations 2

The second half of the students on the register will give their presentations.

Aims:

- To give students the chance to share their assessment ideas with their peers and tutor, with the aim of assisting them in their independent study.
- To enable students to share 'best practice' in terms of research and enquiry, and to promote a wider consideration of ethical issues.

Week 9: Tuesday 22 November

Is Investigative Journalism the Only 'True' Journalism? Discuss

The bulk of this final session before the module becomes more student-directed will be given over to an open class discussion about any issues, practical or theoretical, that have arisen during the course of the module so far, or in the process of carrying out research for the assessed assignments. Much of it will take the form of a group problem-solving session, but there will also be the opportunity for some one-to-one feedback on ideas from the tutor.

Aims:

- To help clarify students' assessment ideas and objectives, as well as suggesting additional avenues for research and enquiry.
- To draw together themes and perspectives explored in the module.
- To give students the opportunity to share good practice and clear up any issues or procedures about which they are still unsure.

Week 10: Tuesday 29 November

Session: Self-directed Workshop

This session will act as a hands-on trouble-shooting workshop to address questions and issues you may have in relation to preparing your extended essay and practical project. In particular, we will consider layout and presentation; using quotes and references; and research techniques.

Aims:

- To clarify assessment criteria and expectations of extended essays.
- To trouble-shoot any last-minute difficulties encountered by students.

Week 11: Tuesday 7 December

Session: Self-directed Workshop

This session will act as a hands-on trouble-shooting workshop to address questions and issues you may have in relation to preparing your practical project for assessment. In particular, we will consider layout and presentation; structure and writing style; quoting and referencing; and target readership.

Aims:

- To clarify assessment criteria and expectations of extended essays.
- To trouble-shoot any last-minute difficulties encountered by students.

Week 12: Tuesday 14 December

Session: One-to-one feedback and advice on assessment progress

This session will offer individual students the opportunity to obtain first-hand one-to-one feedback on the progress of their extended essays and practical projects so far, and advice on how to trouble-shoot issues encountered in their research. It will also give them the chance to air any last-minute concerns, and ask for practical help from the tutor in taking their assessments forward.

Aims:

- To clear up any last-minute concerns about assessment aims and expectations
- To receive individual guidance on how to progress with, and complete, the assessments to the required standard

Deadlines

Week 3: Submission of Extended Research Essay Proposal for scrutiny.

Week 5: Submission of Practical Project Proposal for scrutiny.

Week 10: Submission (via email) of detailed essay and project outlines.

FINAL SUBMISSION:

Researched Essay (50%) and Practical Project (50%)

Wednesday 25 January 2012 by 11.00am.

THE 2012 AWARDS AND ACHIEVEMENTS SHOW, Week 13 May 2012

Now a popular feature of the academic calendar, the Awards and Achievement Show returns in May 2012. Featuring a cluster of free events, the show is open to friends and family and the public, and will present the very best student-produced and student-nominated work from BA and MA levels across the School of Humanities, including English Literature, Creative Writing, English Language and Communication, French, Spanish, Publishing, Journalism and Media and Cultural Studies. Events will include presentations and readings as well as displays of posters, poetry and websites, short films and digital media projections, video projects, and a variety of other presentations by students.

Although the Show will take place in semester two, 2012, planning for it will begin in semester one, 2011. Your Awards and Achievement Show rep. will keep you up to date with how you can be actively involved in helping to organise your Field's event, as well as how you can take part and present your work at the Show in May 2012. All students and their families and friends are invited and encouraged to attend the Show and you can find details of last year's event by going to the Awards and Achievements Show website. (<http://fass.kingston.ac.uk/schools/humanities/show/>)

Further details about the 2012 Awards and Achievements Show and the associated events will be available during Semester One.

JO3268 Special Study

The Truth-Seekers: Investigative Journalism from Pulitzer to Palast

Researched Essay – Proposal Form

Please fill in this form as submit it to your tutor by then end of week 3.

Name:

Contact details (email address):

The area I want to investigate:

The questions I want to explore:

1. .
2. .
3. .

What key concepts and theoretical issues am I going to use/explore/ debate in this project?

What are my research plans and methods.

How do you plan to research this? Will you be using specific methodologies and approaches (content analyses, textual analysis, interviews, observations, questionnaires etc)

How will I achieve these plans?

Here you need to draw up a timetable for the research, reflection and writing process.

The books and journals articles I have already consulted on this are:

What areas do I still need to research?

JO3268 Special Study

The Truth-Seekers: Investigative Journalism from Pulitzer to Palast

Practical Project - Proposal Form

Please fill in this form as best you can and submit it to your tutor by the end of week 5.

Name:

Contact details (email address):

The area I want to investigate in my practical project is:

The questions/issues/themes that link this to my critical project are:

The aim of this practical project is:

I will produce:

I am going to achieve this by:

My plan for research and production is as follows:

Areas I need to investigate/work on:

The Truth-Seekers: Investigative Journalism from Pulitzer to Palast

Guidance Notes for the Written Project.

I have asked you to prepare an outline of your written project for Week 10 (Tuesday 1 December). I will review these over the following week and return them to you in the next session. The following notes are intended to guide you. Below you will find a model of a project structure. While not all of your projects will follow this directly, it's a useful guide and place to start.

The Structure of your Written Project.

1. Title Page:

Name, module, title of project and date of submission.

2. Contents page with pagination.

Acknowledgements, list of illustrations Chapter titles, references, appendices.

3. Introduction

Set up the aim of the project, give your reader a sense of why the project is valuable and how the project will develop over the course of the chapters.

4. Review the literature on the subject.

This is where you demonstrate your knowledge of, and ability to evaluate, the existing work in the area of your research topic. So if you are writing about the use of 'off the record' sources, you should be able to identify the key authors and arguments in relation to that topic and demonstrate how they inform and relate to your own project (of course, this might be in terms of a gap or absence). Some of you will find this much more challenging because the topics you have chosen are relatively new, and/or under-researched. In this case, you will need to draw on related work that you can adapt and apply to your own research area while noting the absence of direct literature in your field (e.g. you might consider books and authors who deal with the representation of ordinary members of the public in the media in general and then convey **how you** would apply this to the specific area of reality television or modern fly-on-the-wall documentaries). You might also want to look at literature from the US and other countries, while considering how you would need to adapt it to relate to the specifics of British journalism. You should conclude your engagement with the existing literature by identifying the ways your own project builds on this, so leading your reader on to your argument and research.

5. Main body

This will probably be organised into further sub-sections/chapters, depending on your particular topic. Try to organise your material in a logical order, making sure that your argument is clearly explained at all times.

6. Conclusion

You will need to draw the different threads of your project together, ensuring you have answered your question(s) and achieved the aims set out in the introduction.

7. List of References and Bibliography.

Please refer to the library pages on referencing for agreed conventions of citation and referencing. You should be using the Harvard system – **not** one of the many alternatives, such as numerical referencing etc.

8. Appendices

This is where you would place any material that didn't fit within the main body of the text but that was relevant to the project as a whole (e.g. summaries of questionnaires, transcripts from interviews, data from content analyses, illustrations).

YOUR OUTLINE – to be submitted via email for comment in Week 10 (Tuesday 30 November)

- 1). **Title:** This can be a working title at this stage so try not to worry too much about this.
- 2) **Statement of aims** Try to get clear in your own mind what you want to achieve in your project, what questions you want to answer. Spending time thinking this through now will help you ensure that your project is achievable with the timeframe and word limit.
- 3) **Outline of sections** Using the structure outlined above, try to give a sense of what material will be included in each section, what points you intend to discuss and how this contributes to and builds your overall argument.
- 4). **Bibliography and sources** Please ensure that you provide as full a bibliography as you can at this stage. Spending time getting this right now, will save you valuable time later.

