MODULE TITLE
Democracy and Public Communication

Module Code
14-5235-00S

Level
5

Credit Points
20

Indicative Assessment Components & Percentage Weightings
One Component comprising:
Task 1 essay 50%
Task 2 group work 50%

Pre-Requisite Modules (if applicable)

Delivered according to Standard Academic Calendar
YES

Long: 2 semesters
NO

Short: 1 semester
YES

Other delivery pattern: Please specify

1 MODULE AIMS

- To introduce students to the critical body of work which has addressed the nature of public communication in contemporary societies.
- To provide students with detailed knowledge of the different historical and political contexts in which public communication has developed.
- To examine the mediated nature of public communication and its implications for democracy.
- To enable students to consider a specific case-study of public communication and the problems associated with what has been termed the ‘democratic deficit’.

2 MODULE LEARNING OUTCOMES
BY THE END OF THE MODULE YOU WILL BE ABLE TO

Students will be able to:
- Identify and explain key theoretical approaches to public communication.
- Identify and explain the different historical and political contexts of public communication.
- Critically analyse, evaluate and explain the relationship between mediated contexts, public communication and democracy.
- Critically analyse, evaluate and explain one particular case-study of public communication adopting one of the theories covered.

3 INDICATIVE LEARNING, TEACHING AND ASSESSMENT ACTIVITIES

Teaching is based on a combined programme of lectures, seminars and tutorials. Lectures will introduce the key theories and developments, while seminars will cover specific aspects of the content presented in the lectures. Group work in the seminars will expand students’ understanding of the module’s ideas as well as assist students in presenting research material in an inspiring and significant way.

Blackboard will be a resource for module material, a forum for collaborative exchanges and for general self-directed study.
Assessment of the module is divided 60/40% between an essay and a group presentation. The essay of 2000 words will allow students to demonstrate their command of the theoretical issues covered by the module. The seminar group presentation and contribution will assess the students on one of main topics, in line with the module content and students’ specific interests. Each student will receive a group mark.

ASSESSMENT STRATEGY AND METHODS

<table>
<thead>
<tr>
<th>Task No.</th>
<th>TASK DESCRIPTION</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count / Duration</th>
<th>In-module retrieval available</th>
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<td>2</td>
<td>Coursework</td>
<td>CW</td>
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4 INDICATIVE MODULE CONTENTS / TOPICS

- Public Communication: An Historical and Critical Introduction
- Theories of the Public Sphere and Mediated Communication
- The construction of the public and of public opinion
- The nature and context of mediated communication
- Political communication and democracy
- Power and ideology: objectivity/impartiality/truth?

FURTHER INFORMATION ABOUT THIS MODULE

- FURTHER / ADDITIONAL INFORMATION IS AVAILABLE TO SUPPORT THIS MODULE, INCLUDING ASSESSMENT CRITERIA DETAILING HOW YOUR PERFORMANCE IN THE MODULE WILL BE MEASURED, HOW YOU WILL RECEIVE FEEDBACK, DETAILS OF LEARNING RESOURCES AND KEY READINGS

- THIS INFORMATION CAN BE FOUND IN
  - Module Handbook
  - Blackboard

- NOTE THAT THIS ADDITIONAL INFORMATION MAY BE SUBJECT TO CHANGE

Reading List
Dahlgren P and Sparks C eds (1991) Communication and Citizenship: Journalism and the Public Sphere in the New Media Age. London: Routledge

Dahlberg L (2005) The Internet as Public Sphere or Culture Industry? From Pessimism to Hope and Back. International Journal of Media and Cultural Politics


FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)

<table>
<thead>
<tr>
<th>Task No.</th>
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MODULE REFERRAL STRATEGY

<table>
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<tr>
<th>Task for Task (as shown for initial assessment strategy)</th>
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<tbody>
<tr>
<td>Single Referral Package for All Referred Students</td>
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REVISIONS

<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>July 2012</td>
<td>Assessment Framework review</td>
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<tr>
<td>June 2013</td>
<td>Correction to assessment pattern - See Ass Mod Spreadsheet</td>
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