MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Media Texts and Genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>55-4740</td>
</tr>
<tr>
<td>CREDITS</td>
<td>20</td>
</tr>
<tr>
<td>LEVEL</td>
<td>4</td>
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<tr>
<td>JACS CODE</td>
<td>P300</td>
</tr>
<tr>
<td>SUBJECT GROUP</td>
<td>Communications</td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>Media Arts and Communications</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>Mark Leader</td>
</tr>
</tbody>
</table>

**MODULE STUDY HOURS (based on 10 hours per credit)**

<table>
<thead>
<tr>
<th>Scheduled Learning and Teaching Activities</th>
<th>Placement (if applicable)</th>
<th>Independent Guided Study</th>
<th>Total Number of Study Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>152</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

*to be used for Key Information Sets - see Module Descriptor guidance notes

**MODULE AIM**

To develop an overview of how texts and genres are constructed and function within different media contexts using a series of case-studies.

**MODULE LEARNING OUTCOMES** *(up to 4 LOs max)*

By engaging successfully with this module a student will be able to:

- Describe and understand the essential concepts relating to media texts
- Describe and understand the central theories and debates relating to media genres
- Develop skills in analysing media texts and genres

**INDICATIVE CONTENT**

- Semiotic theory
- Rhetorical principles
- Narrative structures
- Genre theory
- Myth
- Authorship
- Intertextuality and textual ‘play’
- Realism, naturalism and surrealism
- Perspective and point-of-view
- Debates of quality and value in relation to media texts and genres
- Representation and stereotyping
- Texts and genres in context (historical, social, political, technological and so on)
- Qualitative analysis methods
- Quantitative analysis methods

**LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

- Lectures
- Screenings
A weekly lecture and screening will introduce a key area in relation to media texts and/or genres, looking at relevant theories, approaches and case studies. Seminars will further explore the issues raised by that week’s lecture and screening. Students will discuss and analyse appropriate media case studies, applying relevant concepts from literature to these examples.

There are two assessment elements to the module: a written textual analysis exercise (40%) and an essay (60%). The first task assesses the students’ ability to deconstruct and discuss a focused textual example, applying key concepts considered in the first half of the module. The second task is an essay chosen from a list of appropriate titles, asking students to provide a critical overview of the key concepts and debates relating to a topic covered on the module.

**ASSESSMENT TASK INFORMATION**

<table>
<thead>
<tr>
<th>Task No.*</th>
<th>Short Description of Task</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count or Exam Duration**</th>
<th>In-module retrieval available</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Textual Analysis Exercise</td>
<td>CW</td>
<td>40%</td>
<td>1000</td>
<td>Y</td>
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<tr>
<td>2</td>
<td>Essay</td>
<td>CW</td>
<td>60%</td>
<td>2000</td>
<td>N</td>
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</table>

**FEEDBACK**

Students will receive feedback on their performance in the following ways:

- Written feedback on assessments
- Tutorial support in-between assessments
- Informal feedback on an on-going basis in lectures, seminars and workshops.
- A detailed checklist of specific assessment criteria will be explained to students at the beginning of the module for each assessment component (and then published on the Blackboard site).

Tutorial support will be provided in the second half of the module, giving students a chance to understand their mark for the first assessment and to ask questions about the second assessment. Written feedback will be in the form of comments and a marking grid.

**LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

**INDICATIVE KEY TEXTS:**

INDICATIVE FURTHER READING:


**REVISIONS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>Confirmed in UG Communications Re/approval</td>
</tr>
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**SECTION 2 MODULE INFORMATION FOR STAFF ONLY**

**MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION**

**MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

<table>
<thead>
<tr>
<th>New Module</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Module - No Change</td>
<td></td>
</tr>
<tr>
<td>Title Change</td>
<td></td>
</tr>
<tr>
<td>Level Change</td>
<td></td>
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<tr>
<td>Credit Change</td>
<td></td>
</tr>
<tr>
<td>Assessment Pattern Change</td>
<td></td>
</tr>
<tr>
<td>Change to Delivery Pattern</td>
<td></td>
</tr>
<tr>
<td>Date the changes (or new module) will be implemented</td>
<td>09/2014</td>
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</table>

**MODULE DELIVERY PATTERN** - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

<table>
<thead>
<tr>
<th>Course Intake</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<tbody>
<tr>
<td>1</td>
<td>01/09/2014</td>
<td>15/01/2015</td>
</tr>
<tr>
<td>2</td>
<td>01/09/2015</td>
<td>15/01/2016</td>
</tr>
<tr>
<td>3</td>
<td>01/09/2016</td>
<td>15/01/2017</td>
</tr>
</tbody>
</table>

Is timetabled contact time required for this module? | Y |

Are any staff teaching on this module non-SHU employees? | N |

If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?

**MODULE ASSESSMENT INFORMATION**

Indicate how the module will be marked

*Overall Percentage Mark of 40% | Y *

*Overall PASS / FAIL Grade | N *

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

**SUB-TASKS**

Will any sub-tasks (activities) be used as part of the assessment strategy for this module? | N |

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

**FINAL TASK**

According to the Assessment Information 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 Information Grid in Section 1 of the Descriptor) | Task No. 2 |

**NON-STANDARD ASSESSMENT PATTERNS**

MARK ‘X’ IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.

NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.