MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Celebrity Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>55-5758</td>
</tr>
<tr>
<td>CREDITS</td>
<td>20</td>
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<tr>
<td>LEVEL</td>
<td>5</td>
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<td>JACS CODE</td>
<td>P300</td>
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<tr>
<td>SUBJECT GROUP</td>
<td>Communications</td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>Media Arts and Communication</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>Ruth Deller</td>
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<table>
<thead>
<tr>
<th>MODULE STUDY HOURS (based on 10 hours per credit)*</th>
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<tbody>
<tr>
<td>Scheduled Learning and Teaching Activities</td>
</tr>
<tr>
<td>48</td>
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</table>

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

MODULE AIM

To analyse examples of contemporary and historical celebrity and understand celebrity culture's relation to wider political, cultural and economic contexts.

MODULE LEARNING OUTCOMES (up to 4 LOs max)
By engaging successfully with this module a student will be able to:

- Identify and explain key concepts, theories and debates relevant to the study of the production and consumption of celebrity culture
- Discuss and analyse celebrity culture in relation to its social, cultural, political and economic context
- Apply and evaluate key theoretical approaches to celebrity culture
- Make analyses of key celebrity figures, celebrity coverage in media and audiences/fans of celebrities

INDICATIVE CONTENT

- Notions of celebrity and star image
- Marketing, branding and endorsements
- Class, gender, sex and celebrity
- Political and charitable causes and celebrity
- Celebrity and the internet
- Reality television
- Celebrity journalism
- PR and image management
- Celebrity and religion
- Audiences and fans

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

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

- Lectures
- Seminars
- Tutorials
A weekly lecture will highlight a key area within the field of celebrity culture looking at theories, approaches and case studies. Seminars will explore issues raised by that week's themes. Students will analyse examples of historical and contemporary examples of celebrity, applying concepts from literature to these examples.

Tutorial support will go over the first assessment and prepare students for the second.

The two assessment tasks assess the students' ability to critically analyse different media texts and apply a range of theoretical literature to their own analyses and understandings. The case study asks students to discuss one example of historic or contemporary celebrity in detail, drawing upon theoretical concepts from the module.

The journal asks students to complete a series of shorter analyses of contemporary examples of celebrity culture in relation to relevant academic literature.

**ASSESSMENT TASK INFORMATION**

<table>
<thead>
<tr>
<th>Task No.*</th>
<th>Short Description of Task</th>
<th>SI Code EX/CW/PR</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>Case Study</td>
<td>CW</td>
<td>50%</td>
<td>1500</td>
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<tr>
<td>2</td>
<td>Journal</td>
<td>CW</td>
<td>50%</td>
<td>2000</td>
<td>N</td>
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</tbody>
</table>

*Assessment task limit of a max of two tasks per 20 credits, and a max of three tasks for a module larger than 20 credits

** Timetabled examinations - duration must be whole numbers of one, two or three hours and ten minutes of reading time will be added on to this as standard.

**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 assignment and to ask questions about the second assignment. Written feedback will be in the form of comments and a marking grid.

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

**KEY TEXTS**

- *Celebrity Studies* journal

RECOMMENDED BOOKS


RECOMMENDED ARTICLES

• Deller, R.A. (2011), 'Twittering on: audience research using Twitter', *Participations* 8 (1), [http://www.participations.org/Volume%208/Issue%201/deller.htm](http://www.participations.org/Volume%208/Issue%201/deller.htm)


• Marwick, A. and boyd, d. (2011), 'To See and Be Seen: Celebrity Practice on Twitter', *Convergence*, 17 (2): 139-158.


### REVISIONS

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
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<tbody>
<tr>
<td>May 2014</td>
<td>Confirmed in UG Communications Re/approval</td>
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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>Module Information</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>NEW MODULE</td>
<td>N</td>
</tr>
<tr>
<td>EXISTING MODULE - NO CHANGE</td>
<td>N</td>
</tr>
<tr>
<td>Title Change</td>
<td>N</td>
</tr>
<tr>
<td>Level Change</td>
<td>Y</td>
</tr>
<tr>
<td>Credit Change</td>
<td>N</td>
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<tr>
<td>Assessment Pattern Change</td>
<td>N</td>
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<tr>
<td>Change to Delivery Pattern</td>
<td>Y</td>
</tr>
<tr>
<td>Date the changes (or new module) will be implemented</td>
<td>09/2015</td>
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#### NEW MODULE

- Title Change
- Level Change: Y
- Change to Delivery Pattern: Y
- Date the changes (or new module) will be implemented: 09/2015

**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>Intake 1</td>
<td>01/09/2015</td>
<td>15/01/2016</td>
</tr>
<tr>
<td>Intake 2</td>
<td>01/09/2016</td>
<td>15/01/2017</td>
</tr>
<tr>
<td>Intake 3</td>
<td>01/09/2017</td>
<td>15/01/2018</td>
</tr>
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</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, e.g. 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.