



**Division of Communications, Media & Culture**

# **Journalism Studies Handbook 2015-2016**

Available online at

<http://www.fmj.stir.ac.uk>

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## **Overview of handbook**

This handbook explains the aims and objectives of our Journalism Studies (JS) course, how it is structured, and what is taught. It is intended to act as a brief guide through what may appear to be a complicated array of modules, rules and regulations, and to smooth the path towards your successful completion of a Journalism Studies degree.

## **Session Dates 2015-16**

**Autumn Semester** 14 September – 21 December

**Teaching Starts** 14 September

**Mid-semester break** 26-30 October

**Teaching Ends** 4 December

**Examination Period Begins** 10 December

**Spring Semester** 18 January – 27 May

**Teaching Starts** 18 January

**Mid-semester break** 22-26 February

**Teaching Ends** 8 April

**Examination Period Begins** 25 April

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# Section 1: Divisional Information

## 1.1 Welcome from Professor Matthew Hibberd, Head of Division of Communications, Media & Culture

Welcome!

The Division of Communications, Media & Culture welcomes you to Journalism Studies at Stirling.

I'm glad you decided to join us and become part of an exciting and dynamic community. We offer an interactive learning environment designed to develop your academic knowledge and skills and hope that you participate fully and make the most of the opportunities open to you throughout your studies.

I hope you enjoy your time with us!

Again, a warm welcome.

Professor Matthew Hibberd  
Head of Division  
Communications, Media & Culture

## 1.2 About the Division

The media play a central and ever increasing role in contemporary societies. Throughout the twenty-first century they have expanded in range and influence and now affect many aspects of our lives. Recognising the importance of studying the media, the University of Stirling was early into the field. In 1978, it established a department dedicated to teaching and researching media issues in all their complexity. Today Journalism Studies at Stirling is a well-established and popular course, with an international reputation.

The Division of Communications, Media & Culture (CMC) currently offers a wide range of undergraduate teaching and is actively engaged in a variety of research activities. Within Communications, Media & Culture, the Stirling Media Research Institute is the home for externally funded research projects and specialised seminars. It enjoys an international reputation for the quality of its work, attracting many overseas visitors. The Institute has a purpose-built research facility for the use of its members. There are also a substantial number of postgraduate research students within the Division. Communications, Media & Culture offers an MRes in Media Research, an MSc/MLitt in Gender Studies (Applied), an MLitt/Dip in Film Studies, an MSc/Dip in Media Management and MSc/Dip in Strategic Public Relations and Communication Management, which can be done full-time or by online distance learning.

You should find that the Division of Communications, Media & Culture provides a generally stimulating, supportive and friendly environment in which to learn. However, if you have problems or difficulties about any aspect of your course, please tell us.

## 1.3 Teaching Staff

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### **Research Students**

Research students may be contacted through the Graduate Studies office.

The Stirling Media Research Institute is a major focus for postgraduate media studies in Britain and an international point of attraction. It has a thriving postgraduate culture. In recent years it has attracted overseas research students from South Africa, Bulgaria, Germany, Greece, India, Jordan, Malaysia, Saudi Arabia, Spain, China, Thailand, the USA and Zimbabwe.

#### **1.4 Divisional Advising and Tutoring**

The divisional adviser or personal tutors can help you with making choices about your degree programme. Before seeing him or her, please ensure you have familiarised yourself with relevant sections of the University Calendar, as it is you who is responsible for the programme chosen. An Adviser is also there to give advice on non-academic matters, which may include contacting other support bodies on your behalf.

Adviser of Studies     David Rolinson [david.rolinson@stir.ac.uk](mailto:david.rolinson@stir.ac.uk)

Further information can be found at <http://www.quality.stir.ac.uk/ad-study/index.php>

#### **Personal Tutors:**

Every student is allocated a personal tutor (you can find the name and details of your personal tutor on the Portal). The first meeting with your personal tutor should take place within the first six weeks of semester. Personal tutors will:

- be the first point of contact for students seeking advice;
- provide a pastoral role and to advise students of the relevant support services available to them;
- provide broad advice on academic problems.

Further information can be found at <http://www.stir.ac.uk/education/welcome/personal-tutors/>

#### **1.5 Divisional staff/student communications**

Good communications between students and staff, and vice-versa, are particularly important to maintain a pleasant and productive working environment. Please make sure that when necessary you make full use of the channels available to you. If you want help or advice, or have a grievance, make sure you make contact!

All teaching staff put notices on their office doors saying when they are available for consultation (office hours). Staff office hours are also advertised on the CMC notice board in J corridor. You may also be able to arrange to meet staff outwith those times by making an appointment.

To enable staff to get in touch with you, it's important that you leave your current Stirling and home address with Louise Womersley in the CMC Office. Normally, you will be asked for these when you register for your modules at the beginning of semester, but please check if you're not sure whether we have this information.

### **Student Portal**

The student portal provides a wide-range of important information relating to your studies. It is the main point of access for student email and Succeed. Please remember to check the portal regularly to keep up-to-date with news items and announcements.

## Student Email

Staff will contact you from time to time using your university email account, so make sure you check this regularly. If you want messages to be forwarded to your own account (e.g. Hotmail), you can arrange this through Information Services.

Email can be a useful way to keep in touch with lecturers and tutors; however, in order to aid communication please consider the following:

- check that the answer to your question is not in the course documentation or posted on Succeed
- don't expect a swift answer outwith normal working hours
- remember that complex questions (especially around assignments and grasping key concepts) are best dealt with face-to-face, either in the office hours or, time permitting, at the end of seminars.

**Email calming policy: Please note that CMC operates an email calming policy and staff do not respond to email outside of the hours 7am-7pm Monday-Friday. We will try to respond to emails within 3 working days wherever possible. Do remember that all staff also have office hours when they are available for consultation by phone or in person.**

## Social Media

The Division also hosts a YouTube channel <http://www.youtube.com/stirlingmedia>, Facebook group <http://www.facebook.com/group.php?gid = 15942477734>, blog <http://www.cmcstir.org/> twitter account <https://twitter.com/stirjournalism>, and vimeo account <https://vimeo.com/stirlinguniproduction>

### 1.6 Succeed (formerly WebCT)

*Succeed* is the name of the University's Virtual Learning Environment (VLE). This is a web-based interface that allows you to access module information such as lecture notes, reading lists, supplementary materials and other content, as well as post to discussion groups. Many modules have significant resources on *Succeed* and you are advised to become acquainted with it. Help and guidance is available here:

<http://www.is.stir.ac.uk/help/>

You can directly access the *Succeed* learning environment at <http://succeed.stir.ac.uk/webapps/portal/frameset.jsp> or through the student portal.

### 1.7 Attendance Requirements/compulsory classes/notification of absence

Seminars/workshops and some lectures are **prescribed classes** and missing more than three (without good reason\*) will mean that your grade for the module will be capped at 40%. It is **your** responsibility to make sure that your attendance is recorded. [\*You should have a good reason for missing *any* class. It is not OK to miss two or three classes and then find that you fall foul of the attendance requirements because of (for example) illness.] More information regarding the attendance policy is available here:

<http://www.stir.ac.uk/academicpolicy/handbook/attendanceandengagement/>

### 1.8 Health & Safety

**Students** are responsible for:

- Adopting safe work and study practices.
- Reporting all accidents, hazards and injuries to their supervisor.
- Not wilfully or recklessly interfering with or misusing anything provided in the interests of health, safety or welfare at the University.

#### 1.8.1 University Health and safety Policy

The University of Stirling is committed to providing a safe and healthy place of work where staff and students are confident that their health, safety and welfare are considered to be of the utmost importance at all times. The University is also committed to providing a safe and healthy environment for others who may be affected by its activities such as contractors and visitors to the University.

In satisfying this commitment the University will:

Ensure that managers and senior University personnel are fully aware of their responsibilities for safety and show strong and active leadership on safety management, in particular to establish

safety objectives, ensure good risk control and to monitor performance.

- Establish effective communication systems and arrangements for safety, integrating good health and safety management with the strategic planning processes and business decisions.
- Ensure, through a robust system of performance monitoring and audit, that the University is complying with current health and safety law and where practicable aim to achieve higher standards and continual improvement in safety performance.
- Provide appropriate training, information, instruction and supervision to secure the competence of all staff and students.
- Adopt a collaborative approach between Trade Unions and staff safety representatives and University management on health and safety issues.
- Allocate adequate resources to health and safety at all levels.
- Ensure that the University has access to competent specialist advice for health and safety. The University also expects all staff and students to show high standards with regard to health and safety. All staff should be aware that they have statutory duties to take reasonable care for their own safety and the safety of others who may be affected by their actions, and that they must cooperate with the University's arrangements for Health and Safety.

Full details of the University's Health and Safety Policy and Procedures can be found here:

<http://www.she.stir.ac.uk/SafetyPolicyandProcedures2012.swf>

### **1.8.2 School of Arts and Humanities Health and Safety Policy**

The School of Arts and Humanities recognises that, while overall responsibility for Health and Safety is held by the University Court, part of this responsibility is devolved to the Head of this School. The School is therefore committed to do all that is reasonably practicable to provide a safe and healthy environment for employees, and for others who may be affected by its activities such as students, contractors and visitors to the University.

#### **Emergency Procedures**

- Action on discovering a fire:
  - Activate the fire alarm system by operation the nearest call point (break glass).
  - From an internal telephone dial 2222 (or from a mobile dial 01786 467999) and give the location and type of fire
- Only tackle a fire with hand held extinguishers if you feel confident to do so - you must ensure you have an adequate means of escape. Do not take risks.
- Leave the building by the nearest safe exit. Do not stop to collect personal belongings or re-enter the building.
- Close any door you pass through to contain the spread of fire.
- Do not use lifts.
- Make your way to the nearest assembly point
- Do not re-enter the building until you are instructed that it is safe to do so by the University's security team.
- Action on hearing the fire alarm:
  - Leave the building by the nearest safe exit. Do not stop to collect personal belongings or re-enter the building.
  - Close any door you pass through to contain the spread of fire.
  - Do not use lifts.
  - Make your way to the nearest assembly point
  - Do not re-enter the building until you are instructed that it is safe to do so by the University's security team.

Full details on the University's Emergency Procedures can be found here

<http://www.she.stir.ac.uk/documents/EmergProceFeb2011.pdf>

(Please note: the fire alarm is tested in Pathfoot every Tuesday between 8.15 and 9 am).

### **1.8.4 University Smoke Free policy**

The University of Stirling recognises its duty to seek to ensure that employees, students, customers and visitors to the University can work, study or visit in air free of tobacco smoke.

Smoking is prohibited throughout all University buildings, around entrances to buildings, within internal courtyards or in any University vehicle. Cigarette bins are located a reasonable distance from entrances and indicate the point beyond which smoking is not permitted when entering a building.

The full smoke free policy can be found here

<http://www.she.stir.ac.uk/documents/smokefreepolicyforweb2011.doc>

The full details of the University's Health and Safety policy can be found here

<http://www.she.stir.ac.uk/documents/EmergProceFeb2011.pdf>

### **1.9 Divisional Module Registration & Enrolment**

To help plan teaching schedules in advance, and to ensure courses are not overloaded, the University operates a system of online registration. This takes place at the end of the semester via the Portal and requires you to decide which modules you wish to study the following academic year.

Should a module already be full, you will be asked to make an alternative choice. **Anyone who fails to register may not be able to take modules of his/her choice and may instead be allocated to one of the available modules.**

Course outlines and select reading lists are available via the university's single source webpages which you will find on your Portal Homepage prior to registration. The division also organises a presentation of 3d and 4<sup>th</sup> year modules in April every year, so that students can find out more about the advanced module options available.

## Section 2 Programme & Module Information

### 2.1 Programme Structure and Aims

The Journalism Studies course contains theoretical, analytical and practical elements. We believe this mixture of approaches is important both for those who intend to make a career in journalism and for those with a more general interest in the subject.

First, we aim to provide you with an understanding of the social, economic, and political roles of the media - and specifically of journalism - in contemporary society. While this theoretical work focuses on the UK, as is appropriate for a British university, issues of international relevance are also addressed.

The second broad aim of the course is to help you develop the skills and methods required to analyse journalistic output in different media: television, radio, newspapers, magazines and the internet. Third, the course investigates the codes and practices of journalism and provides insights into the dynamics of the newsroom. In particular, you will gain an understanding of how journalism is produced through a range of practical assignments. These are not intended to be a substitute for specialist postgraduate or professional on-the-job training. They do, however, form a useful basis for further study and for employment in the media industries and a wide range of skills and experiences are provided.

Fourth, the course aims to develop the general skills of written and oral communication, logical reasoning, conceptual analysis, and group work. Finally, the course will equip students with specific, practical skills relevant to journalism in the digital age, including key elements of multimedia journalism and the creation of web content, to more traditional skills such as shorthand (which is now compulsory throughout the second year of the programme).

Journalism Studies at Stirling can be taken at General, Bachelor's and Honours degree level, the latter either as Single Honours or combined with one of a range of other subjects offered by the University. As with other subjects, the Journalism Studies course comprises a series of modules. Some modules are compulsory, and others optional. The modules studied will depend on the particular degree being taken.

The University operates a system of levels and credit points in accordance with the **Scottish Credit and Qualifications Framework (SCQF)** (<http://www.stir.ac.uk/academicpolicy/handbook/credit-rating/>).

This means that each module you pass will give you SCQF **credits**, counting towards your final degree. Most modules are worth 20 SCQF credits, some are double-weighted modules (such as the Digital Journalism module, or JOUU9DJ) while the final year, final semester modules are often worth 60 SCQF credits (such as the dissertation, or JOUU9A8, and the documentary production module, or FMSU9B8). SCQF **levels**: semesters 1-3 modules = level 8; semester 4 modules = level 9; and semesters 5-8 modules = level 10. You should check carefully as you progress through your degree to ensure that you achieve the right number of credits at the right level to graduate. Further details of the credits required are given below.

As a Journalism student you are enrolled initially for the General Degree programme. In your first year you will take Introduction to Journalism Studies (JOU9X1) in semester one and Ethics and Issues in Journalism (JOU9X2) in semester two as well as two modules from other divisions in the University. The General Degree is completed over the next three semesters by students who do not wish to proceed to the Honours programme or by those who have not gained sufficiently good grades in their first three modules to be admitted to Single or Combined Honours in JS (see below). Such students may be able to gain entry to an Honours programme in another subject, but to study JS they will need to continue with the General Degree.

The General Degree can be taken with JS as either the main subject or the second subject. Please see the Calendar (<http://www.stir.ac.uk/calendar/>) for full regulations governing progress through the degree and for more details on what different modules are worth in terms of their SCQF credit ratings.

**Single Honours Degree: BA (Hons) Journalism Studies (4 years):** Admission to the Honours programme is at the end of semester four. Successful completion of the semester 4 JS modules is a degree requirement.

Please see the Calendar (<http://www.stir.ac.uk/calendar/>) for full regulations governing progress through the degree.

**Combined Honours Degree: e.g. BA (Hons) Journalism Studies and Sports Studies:** JS at Stirling can be taken as a Combined Honours degree in conjunction with a subject offered by another division in the University. At present these are English Studies, Film & Media Studies, French, History, Philosophy, Politics, Religious Studies, Spanish and Sports Studies.

The divisions offering these subjects each have their own requirements for entry into the Honours programme. Details of these can also be found in the University Calendar (<http://www.stir.ac.uk/calendar/>). Intending Combined Honours students are normally required to have obtained three marks of at least 50% or better in semester four modules. Students then proceed over the next four semesters to select a combination of modules offered by the two divisions in which they are enrolled. JS combined with a language normally involves a period of study abroad. Students taking Combined Honours take a more restricted sequence of JS modules than Single Honours students.

## 2.2 Modules (core/optional)

The approved sequence of semester modules is:

JOUU9X1 Introduction to Journalism Studies  
JOUU9X2 Ethical Issues in Journalism  
JOUU9A3: Journalism Research and Analysis

Entry to each level 10 modules in Journalism Studies normally requires a student to have completed satisfactorily the first three semester modules in the subject. Thereafter, the approved sequences of advanced modules are arranged according to the prerequisites for entry into modules taught after the fourth semester.

The Calendar is the official document listing all the available courses within the University, their various combinations, the variety of module options available to you and requirements for entry to courses. It is available on the student Portal and you are strongly advised to study the Calendar (<http://www.stir.ac.uk/calendar/>), as the wrong decision taken about your choice of study may damage your University career.

## Core Modules

### **Introduction to Journalism Studies (JOUU9X1)**

This module provides an introduction to key concepts and debates in journalism studies.

### **Ethics and Issues in Journalism (JOUU9X2)**

This is the second of the two core introductions to journalism studies and focuses on the many ethical challenges in the production of news.

### **Journalism Research and Analysis (JOUU9A3)**

This module introduces students to the latest methods and techniques for conducting research, accessing information and for carrying out journalistic analysis. It involves practical reporting exercises, as well as a mandatory shorthand component.

### **Writing for Journalists (JOUU9J4)**

This module aims to introduce students to some of the skills needed to write for newspapers and magazines. It focuses on elements of journalistic writing style as well as on identifying and constructing stories for a variety of markets. This module also includes shorthand.

## **Advanced Semester Modules: Journalism Studies**

### **Analysing the Language of News (JOUU9LN)**

The aim of the module is to familiarise students with methods of critical analysis of news texts, such as discourse analysis and framing. Students apply analytical methods to current examples of news output, in order to discuss how the language used by journalists represents social reality. The module helps students develop synthetic and analytical skills and encourages a critical engagement with the news writing process.

### **Print and Photo Journalism (JOUU9J5)**

This practical module provides an introduction to the basic principles of photojournalism and print design. It offers students a basic understanding of how news is organised, edited and designed for print media outlets such as newspapers and magazines. It focuses on the visual images, design and editing elements of the print production process. It helps students develop transferable skills in graphic design, photojournalism, news illustration, subediting and print production.

### **Digital Journalism (JOUU9DJ)**

This course provides knowledge and transferable skills in online news gathering, production and dissemination, mobile journalism and factual video making.

### **Introduction to Law and Government for Journalists (JOUU9JL)**

This module introduces key concepts in media law and government as they affect journalists.

### **Journalism and Society (JOUU9SJ)**

This module explores debates about the role and practice of journalism in contemporary society. It considers the changing technological, social and political environment within which journalists operate, examines journalism's institutional framework, and relates journalistic trends to wider cultural processes.

### **Advanced Reporting (JOUU9JT)**

Students will build on the introductory knowledge and skills in the field of journalism that they have gained in earlier modules. This is a practical module that involves trying your hand at different kinds of writing from opinionated writing to creative journalism and sport. The idea is to build up a portfolio that will help in finding that media job at the end of your degree. The module may be taken by students who have the prerequisite JOUU9J4 or by special permission of the course director.

### **Journalism Project (JOUU9P8)**

This module will offer students the opportunity to develop, consolidate and demonstrate a range of journalism research, writing and presentation skills by the preparation of an independent extended journalism project. This will include the identification of story ideas and sources. Students will also demonstrate their understanding of the regulatory and ethical constraints on practice under which journalists work as well as how to relate their journalistic work to academic perspectives of journalism. *Available only to semester 8 students not opting for FMSU9B8 or JOUU9J8.*

### **Journalism Dissertation (JOUU9J8)**

In this module students plan and carry out their own original academic research project in journalism studies. Using the training in research methods provided in FMSU9A7 (the prerequisite for the dissertation module), students research a topic of their own conception (subject to approval) and submit it in the form of a 13,000 word dissertation. Students are allocated a supervisor with expertise in the subject of their research to guide them through the planning, execution and presentation of the project. Students also submit, alongside their dissertation, a learning log (which takes the form of records of meetings with the supervisor), charting and reflecting upon their learning experience and the transferable research, communication and organisational skills they develop. *Available only to semester 8 students not opting for FMSU9B8 or JOUU9P8.*

### **Journalism Work Experience (JOUU9WE) By invitation only (grade dependent)**

Students on this module take up a period of work experience at media companies and associated organisations, depending on the students' interests. Previous years have seen students hosted at radio stations, public relations companies as well as local and national newspapers and magazines. The module also includes a number of field trips. Assessment involves a presentation and written reflection on the placement.

## **Advanced Semester Modules: Film & Media**

### **1. Media and cultural theory and analysis**

#### **Advertising (FMSU9AJ)**

This module will introduce students to the theory and practice of advertising, and will combine a study of the industry itself with analysis of its products. Topics covered will include arguments for and against advertising (both economic and social), the structure of the advertising industry in the United Kingdom, theories of how advertising works, issues of regulation, how advertising creates meaning, and global branding.

#### **Cultural Theory & Media Practice (FMSU9CT)**

The module will enable students to understand the role played by cultural theory in Film & Media Studies. On completion of the module, students should be able to explain the significance of key cultural theorists (including Louis Althusser, Michel Foucault, Judith Butler, Pierre Bourdieu, Stuart Hall and Donna Haraway) and understand how their work has informed the discipline. Topics that will be explored include the role of culture industries, ideology, the politics of the popular, the politics of taste, questions surrounding power and the body, as well as class, gender and sexuality. Over the course of the module the emphasis will be on developing the skills needed to read original texts (rather than relying on second-hand commentaries), and students will be encouraged to apply theory to examples drawn from their own media engagement and consumption.

#### **Gender & Representation (FMSU9AS)**

This module begins with an overview of gender theory, with a particular focus on interrogating common-sense assumptions about the differences between men and women. It then moves on to consider the ways in which gender is represented in a range of media, including news, magazines, film and television. The module draws on historical and contemporary examples from popular culture, and will cover femininity, masculinity and transgender.

#### **Public Relations (FMSU9AX)**

This module aims to introduce students to the role and scope of public relations practice and issues.

#### **Sport, the Media and Popular Culture (FMSU9AN)**

This module examines the position of sport in its relationship with the media in contemporary popular culture. The media's transformation of sport as a cultural form is examined as are both the politics and political economy of media sport. In addition the role of sport in the constitution of ethnic, gender and national identities is investigated.

### **2. Film and broadcast theory and analysis**

#### **The Body in Screen Culture (FMSU9SC)**

This module engages with a range of media forms and technologies by using the body and the senses as organising principles. It explores the ways in which the construction of different kinds of bodies within representation feeds into larger socio-cultural understandings of gendered, raced and classed identities. It also accounts for the ways in which different media forms and technologies engage our body and our senses in different ways, producing different kinds of affect.

#### **Defining the Nation: British Cinema from the 1930s to the Present (FMSU9AP)**

This module considers the relationship between British cinema and national identity. It examines key debates within British film through a number of detailed case studies, such as the struggle to build a national cinema; wartime propaganda and national unity; class and social realism; crime and disorder; alternatives to British realism; Hammer horror; cinema and Thatcherism.

### **Experimental Cinema (FMSU9EC)**

This module provides a chronological survey of the history of experimental cinema, exploring key historical movements and their relationship to contemporary practice. A range of genres will be considered including the film-poem, ethnography and documentary, the diary film, surrealism, and also video art. Attention will also be given to the importance of exhibition contexts.

### **The Poetic Eye: Documentary Film and Television (FMSU9AD)**

This module introduces students to major practitioners and theorists of documentary filmmaking, and the evolution of documentary forms across various national cinemas and film and programme types. Students will build upon their skills in textual analysis gained on earlier modules in order to study the artistry of documentary, and will gain a critical understanding of documentary studies. Issues raised include documentary ethics, reflexivity and historiography, film as historical record, bias and political radicalism, dramatisation and drama documentary. Module content may vary but key directors are likely to include Nick Broomfield, Molly Dineen, Stirling's John Grierson, Humphrey Jennings, Albert and David Maysles, Michael Moore, Alain Resnais, Leni Riefenstahl and Dziga Vertov.

### **Scriptwriting (FMSU9SW)**

This module will provide students with an introduction to the basic principles of screenwriting and will provide a foundation for developing fiction-based projects in later modules. Throughout the semester, the function and application of dialogue, character and three-act structure will be explored and illustrated through the analysis of existing scripts and films.

### **Small Nations on Screen (FMSU9SW)**

The purpose of the course is to study the relation between questions of nationality and culture, and film and television representations of small nations (e.g. Scotland, Ireland, Finland and Denmark). It will examine how small nations are represented *structurally* - through film and television institutions, policy and economics - and how they are represented *symbolically* - through the images on film and television screens.

### **Television Drama (FMSU9AB)**

This module considers the development of British television drama in the context of recent broadcasting history. It studies how particular formats and genres have developed and examines the institutional contexts in which work has been produced. The course also explores the ways in which TV drama has been received and assesses its impact within a more widely defined culture.

### **Terrorism in the Media (FMSU9TM)**

This module analyses the media's depiction of terrorism, counter-terrorism and related issues. It focuses on film and television fiction but also cross-references news and current affairs reporting, and places textual analysis in the context of institutions and criticism. Texts range from popular drama series, action movies and science fiction to radical drama, drama documentary, documentary and news reports transmitted during the module.

## **3. Audiovisual Production**

Production modules are available from semester five and are delivered in a particular order so that skills and knowledge can be gained progressively. They are arranged so you may specialise in either fact or fiction pathways through the modules, or mix elements of both. FMS9A5 acts as a prerequisite for all subsequent FMS production modules. Because resources are limited, numbers on all production modules are strictly capped.

Please note that the nature of the group work done on these courses prevents students taking more than one production module per semester.

### **Introduction to Audio and Video Production (FMSU9A5)**

An introductory module designed to lead onto subsequent production work in audio and video. Exercises and assignments in sound and vision are used to help develop a basic understanding of methods, vocabularies and narrative structures. This module is capped at 72 students.

### **Radio Feature Production (FMSU9D6)**

*Semester 6 students only*

A production module that builds on FMSU9A5 to develop, through practical experience, an understanding of research skills, information gathering and programme production, according to established broadcast practice in radio.

### **Radio Drama Production (FMSU9C7)**

*Semester 7 students only*

This module builds on the audio skills learned in FMSU9A5. Students learn techniques of producing a radio play, including plot construction, characterisation, dialogue and script development. Combining dialogue, sound effects and music students produce original dramas for radio.

### **Documentary Production (FMSU9B8)**

*Available only to semester 8 students*

Students learn how to research, script, shoot and produce either video or radio documentary.

## **4. Research**

### **Researching Media and Culture (FMSU9A7)**

This module provides an introduction to a range of methods used in Film & Media research. The module is designed specifically to prepare students for FMSU9A8 Dissertation (see below) and JOUU9J8 Journalism Dissertation, and is also of relevance to anyone considering postgraduate study.

### **Dissertation (FMSU9A8)**

*Prerequisite: FMSU9A7*

*This is the equivalent of JOUU9J8 (presented under journalism modules) for the Film and Media Degree.*

### **Prerequisites**

You will not be able to enrol on a number of Journalism modules unless you have first completed certain other modules, known as prerequisites. This is particularly the case with the production modules, all of which require FMSU9A5 (Introduction to Audio & Video) before further modules along the production pathway can be taken. Please check the Calendar (<http://www.stir.ac.uk/calendar/>) to see if your preferred course is affected by prerequisites. Bear in mind that the popularity of some modules means that demand can outstrip supply, requiring limits to be placed on entry. Therefore, **successful completion of modules such as FMSU9A4, FMSU9B4 and FMSU9A5 does not guarantee admission to later modules.**

### **2.3 Intended Learning Outcomes**

The course contains theoretical, analytical and practical elements. We believe this mixture of approaches is important both for those who intend to use their degree to make a career in the media industries and for those with more general interests in the subject.

First, we aim to provide students with an understanding of the social, economic, and political roles of the media in contemporary industrialised societies. While this theoretical work focuses on the United Kingdom, as is appropriate for a British university, issues of international relevance are also addressed. Members of faculty jointly possess a wide range of expertise in the media systems of other regions, including Africa, Latin America and Asia.

The second broad aim of the course is to enable students to develop the skills and methods required for the analysis of media texts. Films, television and radio programmes, newspapers, magazines and advertisements are all subject to detailed analysis at various points in the course.

Third, we aim to give students an insight into the creation, dissemination and consumption of media output. One aspect of this is the optional practical element of the course, in which students are introduced to production techniques employed in electronic and print media. These practical elements of the course are not intended to substitute for specialist postgraduate and professional on-the-job training. They do, however, form a useful basis for further study and for employment in the media industries.

Fourth, the course aims to develop the general and specific skills of written and oral communication, logical reasoning, conceptual analysis, study skills, group work and, of course, the skills and attributes required in the diverse world of journalism itself.

Throughout the course, the emphasis is on your own activity. You will be responsible for organising your own timetable of the private study necessary to write essays, participate in tutorials/seminars, and pass examinations. You'll need to read a lot of material to stay on top of the course; not just the set books on reading lists, but also other relevant books and articles. And you will need to keep yourself well informed; regular reading of newspapers and magazines, watching television, listening to the radio and visiting the cinema should all be regarded as aspects of your study.

### **Teaching and Learning**

Teaching is mainly by lecture, seminar and presentation. A large part of the teaching involves looking, discussing and analysing but the more traditional lecture remains important. All sessions start at five minutes past the hour and end at five minutes to the hour. This is to allow ten minutes to get to and from classes.

### **Lectures**

Lectures are approximately one hour long. You shouldn't think of them as saying everything that can be said about a subject: it's best to regard them as providing broad insights into particular areas of study, or as dealing in some depth with a more narrow aspect of a particular topic. In both cases they provide a basis for your own reading. Go over your notes shortly after the lecture to make sure they make sense. If they don't, never be afraid to ask a member of staff (your tutor, for example) to help clarify a point. Staff are here to help.

### **Seminars and Workshops**

Seminars and workshops provide a forum in which the emphasis is on discussion and class exercises, allowing you to examine topics in some depth and to put into practice some of the skills and techniques you have heard about in lectures. The workshops can be up to three hours long for some practical modules (such as Digital Journalism) but are usually 1-2 hours. Importantly, they also give you an opportunity to develop your skills in oral communication, argument and analysis. Sometimes particular material will be encountered in the seminar for detailed analysis. We may examine the front page of a newspaper, watch a film clip, or listen to part of a radio broadcast for example. Here the emphasis is still on contributions from students. We may also ask you to prepare class presentations in advance.

An important concern in seminars is that they should be enjoyable, engaging and stimulating. This requires some effort on your part. Without some knowledge of the subject, discussion will not be as worthwhile as it could be. Therefore it is important that you prepare properly for each session. And while everyone is likely to be anxious to some extent in a group situation, developing good oral communication skills is as important as developing good writing skills.

### **Audiovisual Production Modules**

Audio-visual production modules, which are available from semester five, supply a basic level of practical skills and knowledge. They are not intended as vocational training; instead they allow you to develop and test theoretical ideas against the practice of media production. Teaching is by workshops and lectures. Students will be expected to put in a lot of work outwith class time.

### **2.4 Progression & Entry to Honours**

The Student Programmes Office is responsible for the progress of all undergraduates registered for programmes from initial matriculation to graduation as well as for admission to Honours programmes. They confirm students' status on degree programmes, such as admission to Honours, which takes place between the end of semester 4 and the beginning of semester 5. There are University-wide criteria for admission to Honours

and Combined Honours degree programmes, and these can be found in the university calendar: (<http://www.stir.ac.uk/calendar/>).

### 2.5 Summer Academic Programme

Each summer the University of Stirling offers the opportunity for undergraduate students to take additional credits in the Summer Academic Programme. The Summer Academic Programme is an accelerated semester for full-time or part-time students, delivered during June and July. Summer programme modules are delivered over a shorter period than a standard semester. For more information contact [studentprogrammes@stir.ac.uk](mailto:studentprogrammes@stir.ac.uk)

### 2.6 Divisional Exchange Programmes

Studying abroad offers a unique opportunity for both academic and personal development. The Division of Communications, Media & Culture encourages and supports students who wish to spend a part of their degree studying overseas. We have excellent links with universities worldwide and a number of places are available for Single and Combined Honours students in semesters 5 and 6 to study at a wide variety of institutions in the United States, Europe, Australia, New Zealand and Hong Kong. Together with the Study Abroad Office we oversee every stage of the process, ensuring you choose the right programme, maintaining contact with you while you are away and aiding your smooth reintegration into fourth year on your return.

### 2.7 Divisional Prizes

The following prizes are offered each year to graduating students whose work has been of an exceptionally high standard.

The **Thomas and Joyce Dunn Prize** awarded for the best academic performance by a graduating student. Tommy Dunn was the first professor of English Studies at Stirling and played a significant role in the establishment of Film & Media at the University.

The **Dee Amy-Chinn Prize** is awarded for the best undergraduate dissertation in the School of Arts and Humanities in the area of gender or feminist studies (single or combined honours). This prize is named for our recently retired colleague, Dee Amy-Chinn, one of the founders of our Gender Studies Masters programme, in lasting recognition of all Dee's wonderful work as a feminist researcher and teacher.

The **Jonathan Witchell Prize** for Best Radio Feature Production is a memorial prize, donated by the family of former student Jonathan Witchell who died suddenly in 2007. Jonathan was a graduate of the MSc in Media Management (1997). After graduating, Jonathan began a career in radio and worked for the BBC for nearly a decade.

The **Mediaspec Radio Prize** is awarded to the best individual student of radio in 4th year.

**THERE IS ALSO A PRIZE GIVEN BY THE SCHOOL OF ARTS & HUMANITIES WHICH IS GIVEN TO THE BEST DISSERTATION**

## Section 3 Assessment

### 3.1 Submission of Assessments

You should submit written work on Turnitin and a hard copy in the essay box adjacent to the CMC notice board by 12 noon at the latest on the day of your deadline. Hard copies are date-stamped on receipt. All assignments must include a cover sheet form. These are available from Succeed and outside the CMC essay box.

Essays should be as close to the set word limit as possible: an essay that is very much longer than this is as bad as one that is very much shorter, and will usually be penalised in the marking. The general limit for essay length is plus or minus 10% of the set word count.

You are required to attempt all elements of the assessment **within the specified time period** in order to pass the module. If you do not do so your grade will be X and you will not be entitled to a resit.

### 3.2 Divisional assessment criteria

Three sets of criteria are assessed in essays: *reading and research*, *argument and analysis*, and *writing and structure*. Within each of these criteria, markers are looking for the following:

- *Reading and research*: evidence of critical engagement with set materials; evidence of independent reading of appropriate academic material (which may include books, journals, audiovisual resources and archives, depending on topic).

You are expected to reference a number of academic sources in your essays. Although criteria and penalties may vary, as a general rule you can expect that if you don't reference at least three academic sources your grade will be capped.

N.B. 3<sup>rd</sup> and 4<sup>th</sup> years students are eligible to order reading materials through the library's document delivery service. This allows you to borrow from other libraries in the UK and abroad. For more information see <http://www.stir.ac.uk/is/staff/library/dds/>

- *Argument and analysis*: well-articulated and well-supported argument; evidence of critical thinking (through taking a position in relation to key ideas from the module, and supporting this position); evidence of relational thinking (through making connections between key ideas from the module and wider literature, and supporting these connections); evidence of independent critical ability.
- *Writing and structure*: clear writing; clear and coherent structure; accuracy in referencing.

From 2014, the university has introduced a common marking scheme for all modules and exams (<http://www.stir.ac.uk/academicpolicy/handbook/assessment/>). For undergraduates, the scheme is as follows: A student's level of achievement is denoted by the mark (a whole number in the range 0 - 100) achieved under the University's Common Marking Scheme. The descriptors are used, where appropriate, in marking discursive coursework, examinations and dissertations. They should be used in parallel with subject-specific mark descriptors.

| Mark    | Equivalent Grade | Result | Descriptor of Attainment of Learning Outcomes  |
|---------|------------------|--------|--|
| 90+     | 1st              | Pass   | Meets all the requirements to attain 80 - 89 but in addition demonstrates an exceptional degree of originality and exceptional analytical, problem-solving and/or creative skills.   |
| 80 - 89 |                  |        | Meets all the requirements to attain 70 - 79 but in addition demonstrates outstanding quality evidenced by an ability to engage critically and analytically with source material, exhibits independent lines of argument, is highly original and uses an extremely wide range of relevant sources where appropriate. |
| 70 - 79 |                  |        | Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts or procedures   |
| 60 - 69 | 2:1              | Pass   | Attainment of virtually all intended learning outcomes, clearly grounded on close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding.  |
| 50 - 59 | 2:2              | Pass   | Attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding.   |
| 40 - 49 | 3rd              | Pass   | Acceptable attainment of most intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure.  |
| 30 - 39 | Fail -Marginal   | Fail   | Appreciable deficiencies in the attainment of intended learning outcomes, perhaps lacking a secure basis in relevant factual or analytical dimensions.   |
| 0 - 29  | Fail -Clear      | Fail   | No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary.   |
|         | Fail             | Fail   | Failure to comply with published requirements  |

## Feedback, Marking and Returning Essays

Timely, useful feedback is considered an important element of the learning process at Stirling. Our team will make every effort to give advice on areas of improvement, point out strengths and weaknesses and contribute to student progress and development. In JS, we often have different feedback criteria from traditional disciplines and these are carefully explained and implemented. We also strive to return work as quickly as possible. The university guideline is to return marked work within four weeks. At JS, we aim for considerably less than that as many of the modules are assignment intensive and good, rapid feedback is critical. Bear in mind that with some modules, particularly first and second year modules with large classes at times in excess of 200 students, that feedback will take more time than with smaller, honours modules. Module convenors will generally let you know once assignments are ready for collection, will give you some general feedback on the class performance as a whole and then provide more detailed responses to individual work.

### 3.3 Honours degree classification

All of your assessed work is given a grade. Grade percentages are averaged to give an overall mark for each module. Module marks determine your final degree classification using a University-wide formula. Details can be found here <http://www.stir.ac.uk/academicpolicy/handbook/assessment/>

### 3.4 Essay Writing & Referencing

#### **Some Guidelines for Writing Essays**

The following are some general pointers to help you think about writing essays. However, you are strongly urged to read Coles (1995) *A Student's Guide to Coursework Writing*, Stirling: University of Stirling. This is an accessible and manageable book which deals with the main points of good essay writing clearly and concisely.

1. This may sound rather obvious, but make sure you answer the question. It does sometimes happen that students get hold of the wrong end of the stick when reading essay titles, so make sure you understand exactly what you are being asked to do. Ask your tutor if you're unsure.
2. Prepare thoroughly: read, make notes, and think about the subject well in advance.
3. Try to structure your essay so that everything you say takes its place in an overall developing argument or discussion. Random, disconnected points generally don't add up and don't convince the reader that you have much of a grasp of the topic. Try to give the reader a smoothly flowing journey through your essay, rather than a bumpy ride full of sudden swerves and messy crashes. To help do this it's always a good idea to plan the structure of your essay before you write it.

It's also a good idea to inform the reader of what you're doing and why you're doing it. This is called signposting: a brief introduction will map out the direction you intend to take and what you intend to achieve, and signposts along the way will guide the reader through your argument. A short concluding paragraph is also helpful in summing up what you have written and stating what conclusion you have reached.

4. Try to be concise and to the point. Think of the most economical way of putting every point across.
5. Similarly, try to be as clear as possible. If you don't understand what you have written, the chances are that nobody else will either. There is nothing more frustrating for the person marking the essay than trying to work out what somebody is getting at when they are not actually saying it. This is a good reason for avoiding using jargon unless you are sure what it means.
6. Following on from this, try to put things in your own terms. There is no sense in regurgitating chunks of books that you clearly don't understand, and this in any case carries the risk of the serious offence of plagiarism. Nobody wants to see that you have merely read the books; you need to show that you have understood them. A good essay demonstrates both an understanding of relevant readings and independent thought about a topic.
7. Illustrative examples and quotes may make what you have to say more vivid, immediate and obvious. Relating an abstract argument to something concrete, perhaps in your own experience, can bring an idea alive and convince the reader that you know what you are talking about.

Similarly a well-chosen quote can often clarify and enliven a point you are trying to make and can demonstrate that you have grasped the essence of a reading. Don't use too many quotes, though - the essay is meant to be your own work, after all - and don't use quotes if they add nothing to your argument. If a point you are making is clearly derived from a published source, and when quoting from published sources, you must acknowledge this.

8. Ask yourself whether your essay is interesting? Do the points you make hold the reader's attention? Have you got something to say, a point of view, an interesting approach to the question? The acid test is whether you are interested in reading it yourself.

9. Include a complete bibliography of sources used, in proper bibliographical form (In the library's referencing system, RefWorks, use APA 6<sup>th</sup> ed. style - see section on Referencing in this handbook).

10. Finally, review what you have written to check that it makes sense. No matter how good your ideas are, if they are poorly expressed your grade will be lowered. Check your spelling, grammar and punctuation and make sure that no mistakes have slipped through. This process takes only minutes but can make a difference to your grade.

Essays should be typed on one side only of A4 paper, 1.5 line spacing. Paragraphs should be clearly marked off by leaving a line between them *or* by indenting the first line of each paragraph five spaces.

## Referencing Your Work

### Why reference?

For the student, there are many simple reasons why you should take care in referencing. It offers evidence of reading, it helps organize your ideas, it helps support your arguments, it guards against possible accusations of plagiarism — and you will lose marks if you don't. There are also broader ethical and cultural reasons why referencing the sources of ideas or words used in your work is important — it acknowledges the work of others and it helps others build new knowledge.

### Which system should I use?

This one. All essays submitted to the Division of Communications, Media & Culture should use the system outlined below. There are two parts to this system — individual in-text references and a compiled list of these references at the end of the essay.

### What goes in the text of the essay?

Whenever you use ideas, information or words drawn from someone else's work, you should acknowledge this in the text of your essay. Each time, you should give the family name of the author or originator, and the year of publication. If you are referring to a specific point in the text, or are quoting the author directly, you should also include the relevant page number(s). Long quotes of more than four lines or 40 words should be indented as a separate block paragraph. All other bibliographical details go at the end of the essay in the list of references (see below).

#### Examples

Print has been implicated in the development of national consciousness (Anderson, 1991). According to Anderson, the nation is an 'imagined political community' (1991: 6). The nation can be thought of as an 'imagined political community' (Anderson, 1991: 6).

### What goes in the list of references?

Your list of references should contain *every* source you have referred to in the essay and *nothing* else. Present these as a single, alphabetical list — don't provide separate lists of books, articles, websites and so on.

The names of books, journals, newspapers, films, websites and other major works go in *italics*. The names of articles, chapters or other minor works or sections go in 'inverted commas'. If you are reading a book by John Hartley, and he quotes something by Henry Jenkins which you want to cite in the essay, your reference is to Hartley. Only include Jenkins in the reference list if you have read him yourself.

Here are some examples, covering key types of text you will want to cite. Note the different conventions for print and audiovisual texts, and note the punctuation. If you want to cite a kind of text not included here, the important thing is to adhere to the same basic principles. These are: identify the text and its author or originator; locate it in time (date) and space (place of publication); and identify the publisher (e.g. Routledge, the *New York Times*, YouTube). *Always* provide enough detail for the reader to find your source easily.

### Examples of entries for reference list

### *Authored book*

Lessig, Lawrence (2008) *Remix*, London: Bloomsbury.

### *Edited book*

Tumber, Howard (ed.) (1999) *News: A Reader*, London: Oxford University Press. *Chapter in*

### *edited book*

Livingstone, Sonia (2005) 'Media Audiences, Interpreters and Users' in Marie Gillespie (ed.) *Media Audiences*, Maidenhead: Open University Press, pp. 9-50.

### *Journal article*

Thompson, John (2005) 'The New Visibility', *Theory, Culture & Society*, 22 (6), pp. 31-51. *News article where author is identified*

Jarvis, Jeff (2008) 'In Mumbai, Witnesses are Writing the News', *Guardian*, 1 December, p. 8. *News article where author is not identified*

*New York Post* (1983) 'Headless Body in Topless Bar', 15 April, p. 1.

### *Film*

*The Big Sleep* (Howard Hawks, Warner Brothers, USA, 1945) *TV*

### *programme*

*Coronation Street* (Granada, 1961 – )

### *Government publication*

Department for Culture, Media and Sport (2001) *Creative Industries: Mapping Document 2001*. London: Department for Culture, Media and Sport.

## **What about citing online material?**

The same principles apply, except that you should add the date on which you accessed the material, as things online can change. Note that it is not enough to provide a URL, but that you must also include the same amount of detail as for other references, including author and date. Use the name of the author or originator in the in-text reference; the URL goes in the list of references, not in the body of the essay.

### *Examples*

*Daily Mail* (2010) 'Thumb That Fell From Sky into Car Park Belongs to Missing Kebab Store Worker', 26 March, <<http://www.dailymail.co.uk/news/article-1260800/Thumb-fell-sky-car-park-belongs-missing-kebab-store-worker.html>>, accessed 15 April 2010.

Rosen, Jay (2006) 'The People Formerly Known as the Audience', *PressThink*, 27 June, <[http://journalism.nyu.edu/pubzone/weblogs/pressthink/2006/06/27/pp1\\_frmr\\_p.html](http://journalism.nyu.edu/pubzone/weblogs/pressthink/2006/06/27/pp1_frmr_p.html)>, accessed 6 January 2010.

Wesch, Michael (2007) 'Web 2.0 — The Machine is Us/ing Us', *YouTube*, <[http://www.youtube.com/watch?v=NLIGopyXT\\_g](http://www.youtube.com/watch?v=NLIGopyXT_g)>, accessed 6 January 2010.

## **Example Essay and List of References**

Here is a sample paragraph from an essay, with the appropriate list of references.

An important concept in understanding digital media is *convergence* (Rice 1999, Jenkins 2006a, Deuze 2010). The coming together of telecommunications, media content and computing in multiple platforms, coupled with ongoing processes of industry merger, acquisition and alliance, have made possible a new digital media environment that operates in real-time on a global scale (McNair 2006). The convergence of industries and technologies makes possible certain other forms of convergence, discussed in more detail below. Each of these manifests different kinds of behaviour by those whom Jay Rosen (2006) has now famously termed 'the people formerly known as the audience'. The former audience have new options — they can access, organise, create, remix and share media content in powerful new ways (Jenkins 2006b, Wesch 2007).

## References

Deuze, Mark (2010) 'Journalism and Convergence Culture' in Stuart Allan (ed.) *The Routledge Companion to News and Journalism*, London: Routledge, pp. 267-76.

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### 3.5 Essay extensions/late submission

Deadlines are important. When essay or project assignments are given to you, they will be accompanied by a date and time for submission of the work. To ensure fairness, all students are expected to abide by these deadlines, and there are penalties for failing to do so.

If you are unable to submit your coursework because of exceptional circumstances, please contact your tutor as soon as possible to apply for an extension.

To see if your circumstances qualify as 'exceptional', please consult the university guidelines <http://www.stir.ac.uk/academicpolicy/handbook/assessment/>

If you have not received an extension, but submitted your coursework late, the following guidelines will apply:

- coursework that is submitted within seven days following the deadline will be lowered 3% per day.
- after seven days the assignment will be considered to be a 'non-submission' and will receive 0%.

### 3.6 Guidance on group presentation

Group work is seen as a very important part of the degree in Film & Media. From the first semester, you will be expected to work within small groups in seminars and workshops. You will also occasionally be asked to present work as a group. These presentations are not always part of your formal assessment, but they should always be taken seriously for the role they play in the development of valuable key skills. When working in groups it is important to allow each member to participate. It is also a good idea to assign specific tasks to each member early on in the planning stages. This helps to ensure that each member of the group will carry their share of the workload. It isn't always necessary for each member of the group to speak during a group presentation. You

may prefer to have one member of the group speak on behalf of the group. However, it's always worth checking with tutors in advance to ensure that you are meeting the requirements for that particular assessment.

### 3.7 Examination regulations

Many people become nervous before and during exams. While staff may make some allowance for exam nerves when marking scripts, there is no substitute for knowing the material thoroughly before you enter the examination room. It will help if you don't leave revision till the last minute.

You should also familiarise yourself with the University's exam regulations, details of which can be found here <http://www.stir.ac.uk/academicpolicy/handbook/assessment>

The use of dictionaries in exams is limited to bilingual dictionaries for those students who are not native speakers of English. Dictionaries specifically concerned with film, television or other media are not allowed.

### 3.8 Examination timetable

The draft examination timetable will be available on the university student portal around the mid-term break. However, you are advised against basing travel arrangements, holidays, etc. on the draft timetable as it is subject to change. The final timetable will be published about a month before the exam period.

### 3.9 Resit/Deferred Exams

If there is a genuine reason for not being able to sit an exam (illness, for example) it may be possible to arrange a **deferred** examination. You can find information on applying for a deferred examination here: <http://www.stir.ac.uk/registry/studentinformation/exams/>

You should refer to the University Regulations on examinations in order to be clear about issues such as what may happen if you miss an exam.

You can find information regarding **resit** examinations and other assessment issues here: <http://www.stir.ac.uk/academicpolicy/handbook/assessment/>

### 3.10 Academic Misconduct

For details on the University policy on plagiarism and general academic misconduct please visit: <http://www.stir.ac.uk/academicpolicy/handbook/assessment/>

To plagiarise is to represent as one's own the intellectual property of another. The Oxford English Dictionary definition of plagiarism is 'the wrongful appropriation or purloining, and publication as one's own, of the ideas, or the expression of the ideas ... of another'.

You **must** duly acknowledge all sources in your work in accordance with the University's plagiarism policy.

### 3.11 Leave of Absence

Students require approval to take official leave of absence and should write to the Student Programmes Office in the first instance. Students on leave of absence remain matriculated students of the University and may not qualify for Jobseeker's Allowance.

Also, make sure you inform one of your Advisers of Studies and your course tutors of any illness or other difficulties which may affect your ability to sit an examination or submit coursework.

### 3.12 Repeat of First Year

Any student who wishes to repeat first year should contact the Student Programmes Office in the first instance.

### 3.13 Transfer between Full-Time & Part-Time

Students may transfer between full-time and part-time study with the permission of the Student Programmes Office. Such transfers should normally only occur in September and February. Part-time students are required

to pass 2 modules (40 credits) before applying to transfer to full-time. You should speak to your adviser of studies in the first instance.

#### **3.14 Withdrawal from Module**

Students are permitted by Academic Council to withdraw from modules no later than three weeks from the start of teaching. Requests to withdraw must be submitted by email to the Student Programmes Office. Students failing to complete a module thereafter will be awarded an X grade.

#### **3.15 Withdrawal from University**

If you are considering withdrawing from University you should contact your divisional adviser for advice. You should also contact Student Programmes who will be able to offer further guidance and support. For more information see <http://www.stir.ac.uk/registry/studentinformation/thinkingaboutleaving/>

#### **3.16 Extenuating Circumstances**

If you feel that any medical or other personal circumstances have prevented you from performing to your expected standard, you may wish to make them known to the Chief Examiner in order for your module grades to be considered in light of the extenuating circumstances. For more information see\_ <http://www.quality.stir.ac.uk/ac-policy/board-exams.php>

## **Section 4 Student participation**

### **4.1 Student Questionnaires**

Make sure you fill out an online Module Evaluation Questionnaire for each of the modules you take. They are entirely confidential and allow you to tell the staff how effective the courses are. They are evaluated by staff and taken very seriously. They are posted on Succeed towards the end of each semester.

If you have problems or difficulties about any aspect of your course, please tell us.

### **4.2 Student Staff Consultative Committee**

There is a Staff/Student Consultative Committee which deals formally with matters relevant to staff/student relations within the Division. Student representatives from each module are elected to the committee, which meets twice every semester. It is of vital importance that you know who your student reps are, and inform them well in advance of any items you would like dealt with at meetings. You should also make sure that your representatives report back to you, so that you are kept fully informed about decisions which may affect you in the Division of Communications, Media & Culture.

## Section 5 Sources of Academic and Technical Information and Support

### 5.1 Divisional Media Production/Technical Support

**Michael McDonald** Room D8.

email: [michael.mcdonald@stir.ac.uk](mailto:michael.mcdonald@stir.ac.uk)

Mike administers the Division's technical resources with particular emphasis placed on the Production Section, where he is responsible for the portable recording equipment, recording studios and the post-production facilities both for radio and video courses.

**Billy Crosgray** Room D13.

Email: [w.j.crosgray@stir.ac.uk](mailto:w.j.crosgray@stir.ac.uk)

Billy is Digital Technologies Coordinator, with special responsibility for Journalism Studies.

**Stephen Sinclair** Room D8

Email: [s.j.sinclair@stir.ac.uk](mailto:s.j.sinclair@stir.ac.uk)

Stephen is Post Production Coordinator.

### 5.2 Student Matriculation & Records Office (Registry)

The Student Matriculation & Records Office is located in the 2Z area of Cottrell. They can be contacted with queries relating to enrolment, fees and/or student loans. Email [records.office@stir.ac.uk](mailto:records.office@stir.ac.uk) or call +44 (0)1786 466654

### 5.3 Student Programmes Office

The Student Programmes Office, also located in the 2Z area of Cottrell, can be contacted with queries relating to module registration, academic progression and academic awards. Email [studentprogrammes@stir.ac.uk](mailto:studentprogrammes@stir.ac.uk) or call + 44 (0) 1786 466685

### 5.4 University Calendar

The University Calendar contains full details of undergraduate programme structures, rules and regulations and can be found at <http://www.stir.ac.uk/calendar/>

### 5.5 Information Services (Library & IT Services including Training)

It goes without saying that a thorough knowledge of the Library is essential. You should make sure you familiarise yourself with this as soon as you can by attending one of the Library's introductory seminars that run in the first week of semester. Additionally, there will be a talk on using the Library at the beginning of your first course module. Be sure to acquaint yourself with the Library's comprehensive selection of information leaflets, and note the location of the Information Desk. Also get the hang of the computer database catalogue as soon as possible. It's very simple to use. More information at: <http://www.stir.ac.uk/is/>

### 5.6 Printing

The printing facilities in Pathfoot are located in G10. For further information on the University's printing facilities please refer to <http://www.stir.ac.uk/is/student/it/printcopy/>

### 5.7 Student Learning Services

Student Learning Services, located in the 4B corridor of Cottrell, are available to provide support for students who wish to develop their academic skills. They offer tutorials, online support and a range of workshops throughout the year, on subjects like oral presentation skills, essay writing, and exam techniques. To find out more visit

<http://www.strategicplanning.stir.ac.uk/CAPL/student-learning-services/learning-services/workshops.php> or email [sls@stir.ac.uk](mailto:sls@stir.ac.uk)

### 5.8 Complaints/Appeals

If, after reading your tutor's written comments, you are unhappy with a grade for an assignment, please speak to him or her about it in the first instance.

Samples of student work from all modules, including examination scripts, are second marked by another tutor, and a sample of work from every module is seen by an External Examiner, who moderates module grades.

If you are still not satisfied that you have been treated fairly, you can find more information on your right to appeal here: <http://www.stir.ac.uk/academicpolicy/handbook/student-academic-appeals-and-complaints/>

### 5.9 Audio recording policy

Students are allowed to make audio recordings of lectures for private use/personal study. Please refer to the university regulations for further information <http://www.quality.stir.ac.uk/ac-policy/Audio-Recording.php>

## Section 6 Sources of Personal Support and Information

### 6.1 General Student Services Contacts

|   |                            |
|---|----------------------------|
| <a href="#"><u>Student Matriculation and Records Office</u></a> | 2Z Cottrell Ext 6654       |
| <b>Student Programmes Office</b>                                | 2Z Cottrell Ext 6685       |
| <a href="#"><u>Cash Office</u></a>                              | 2Z Cottrell Ext 7122       |
| <a href="#"><u>Residential Services</u></a>                     | Geddes Court, Ext 7060     |
| <a href="#"><u>Information Services</u></a>                     | Library Building, Ext 7250 |
| <a href="#"><u>Student Development and Support Services</u></a> | 4Y4 Cottrell, Ext 7080     |
| <a href="#"><u>Career Development Centre</u></a>                | 3A1 Cottrell, Ext 7070     |
| <a href="#"><u>Car Parking Office</u></a>                       | 4Z2 Cottrell, Ext 6065     |

### 6.2 Students' Union

<http://stirlingstudentsunion.com/>

Main website for the Stirling Students' Union, including links to Air3 radio and The Brig, the Stirling student newspaper.

### 6.3 International Students

The international student handbook is useful for overseas students to read to help with the adjustment to life as a student in the UK and is available to download here <http://www.stir.ac.uk/study-in-the-uk/handbook/>

### 6.4 English Language Support

CELT, the Centre for English Language Teaching, provides up to 20 hours of language support free-of-charge to full-fee-paying international students. For more information

**Email:** [celt@stir.ac.uk](mailto:celt@stir.ac.uk)

### 6.5 Student Development and Support

Student Development and Support provide a range of services that aim to help students prepare for graduation (from financial advice and help with job applications to counselling and support with emotional and mental health). For more information please visit their website at <http://www.student-support.stir.ac.uk/index.php>

### 6.6 Disability Support

The University is committed to supporting all its students and to taking all reasonable steps to meet their needs. It seeks to foster an inclusive community and to prevent anyone from being marginalised or unable to realise their potential. To this end, it has in place a number of ways to assist students who, because of a disability, may need special arrangements to enable them to study, research and revise, to complete coursework, or to take examinations.

Often, these meet students' needs as a matter of course (for example, audio aids in lecture theatres). However, there are occasions when the right support can be offered only if the University is aware of a student's particular situation. For this reason, students are encouraged to disclose any disability to the University. This can be done by contacting the University's Disability Adviser (external tel. 01786 466612; internal tel. 6612; email: [studentadvice.disability@stir.ac.uk](mailto:studentadvice.disability@stir.ac.uk)) who is a member of the Student Development and Support Service team. They are located in room 2A1 in the Cottrell building.

The Disability Adviser will then arrange a confidential one-to-one meeting to discuss the best way forward. If the student then decides that they would rather keep their circumstances private, the matter will go no further. If a student prefers, they may speak to any member of staff with whom they feel comfortable, and again the matter will remain confidential unless the student decides that disclosure is in their best interest. In that case, the Disability Adviser would be informed by the member of staff.

### 6.7 Counselling and Wellbeing

The University's counselling services are available to all students, offering a range of services from general counselling to help with exam stress. To make an appointment call 01786 467 080 or Email: [student.counselling@stir.ac.uk](mailto:student.counselling@stir.ac.uk)

### 6.8 Financial Support (Loan Scheme/Hardship Funds)

If you are experiencing financial hardship, Student Support Services offer a range of services that may help. They provide a drop-in service where advisers can offer advice about local services and support that might be available to you. You may also be eligible for the University's Hardship Fund. For more information contact [studentmoney@stir.ac.uk](mailto:studentmoney@stir.ac.uk)

### 6.9 Careers Development Centre

For general career advice on everything from job interviews and applications, to gaining work experience, self-employment, and postgraduate study, contact Career Development Services in 3A1 of the Cottrell building. Tel + 44 (0) 1786 467070/73 Email [careers@stir.ac.uk](mailto:careers@stir.ac.uk)

## Stay in Touch!

It may seem a long way off, but when you leave University, make sure we have your current address (especially your email address) as job opportunities may arise through CMC.

More information on the Division of Communications, Media & Culture can be found at: <http://www.stir.ac.uk/arts-humanities/about/communications-media-culture/>

Please also look at our divisional blog: [www.cmcstir.org](http://www.cmcstir.org)

*We hope you have found this handbook useful. If you have any suggestions for improvements or alterations to it, please let us know.*

## **SCHOOL OF ARTS AND HUMANITIES WELCOME**

### **FROM THE HEAD OF SCHOOL**

Welcome to the School of Arts and Humanities. For those with an interest in Arts and Humanities the University of Stirling is a great place to be. Our staff and students are drawn from all over the globe and come together to experience a friendly but challenging intellectual environment. We teach and research in a wide range of disciplines and are committed to multi and inter-disciplinary study. We have a strong postgraduate community and our undergraduate programmes facilitate progression to postgraduate study. The School of Arts and Humanities is very much a happening place where we regularly stage all manner of exhibitions, events and conferences. The culture is rich and vibrant. We believe that University life is about much more than the passing of exams and encourage staff and students to participate in all aspects of University life. We have strong links to the local community and see ourselves as an active player in that community.

Within the School of Arts and Humanities, our students have the desire to explore, to innovate and to create. One of the largest Schools in the University, our subject areas are renowned for international and world leading research. Our work is well represented in national and international journals, at academic conferences around the world and in the media.

We offer students a broad range of subjects to study in an exciting, research led and highly interdisciplinary environment. Our teaching is regarded as innovative and the levels of student satisfaction are consistently high. A vibrant intellectual community is constantly enriched and renewed by the contribution of visiting scholars and practitioners.

The School encompasses four divisions Communications, Media and Culture; History and Politics; Law and Philosophy and Literature and Languages.

***Professor Richard Oram***  
***Head of School***

## INFORMATION ABOUT POSTGRADUATE PROGRAMMES

Welcome to Graduate Studies in the School of Arts and Humanities, this is the administrative centre for our vibrant postgraduate community. With the growth in postgraduate numbers, the School has centralised the administration and management of its programmes to provide a coherent and supportive environment for our diverse postgraduate community. In many ways, our Graduate Studies office acts as the hub for this community, servicing the needs of students and staff across a range of disciplines and programmes, with the implicit aim of ensuring we provide a rewarding and enjoyable student experience

Whether you are a taught or research student, studying full-time or part-time, from the UK or from overseas, we will provide you with a supportive and intellectually enriching environment in which to pursue your educational development. Our taught programmes reflect the academic excellence of our research and are targeted at the needs of our students to develop the knowledge and skills required to face the challenges of their future careers. Whether you are interested in the linguistic, literary, philosophical, political or historic, or want to learn the practice of law, publishing, communications or film, we have a diverse range of provision and expertise to suit your needs.

The Graduate Studies office is located in room E16, Pathfoot and our staff are:

Director. Professor Kirstie Blair E-mail: [kirstie.blair@stir.ac.uk](mailto:kirstie.blair@stir.ac.uk)

Dr Scott Hames, Deputy Director (Research Postgraduate) Email:

[scott.hames@stir.ac.uk](mailto:scott.hames@stir.ac.uk) Tel: 01786 Dr Andrew Hass, Deputy

Director (BGP2)

E-mail: [andrew.hass@stir.ac.uk](mailto:andrew.hass@stir.ac.uk) Tel: 01786 466240 Pathfoot Room E35

Dr Emma Macleod, Deputy Director (Taught Postgraduate)

E-mail: [e.v.macleod@stir.ac.uk](mailto:e.v.macleod@stir.ac.uk) Tel: 01786 467573 Pathfoot Room A70

Dr Colin Nicolson, Deputy Director (Arts Research Training)

Email: [colin.nicolson@stir.ac.uk](mailto:colin.nicolson@stir.ac.uk) Tel: 01786 467963 Pathfoot Room A83

Sheilah Greig, Graduate Studies Administrator

E-mail: [sg17@stir.ac.uk](mailto:sg17@stir.ac.uk) Tel: 01786 467592 Pathfoot Room E14.

Jane Campbell, Programme Administrator

E-mail: [jane.campbell@stir.ac.uk](mailto:jane.campbell@stir.ac.uk) Tel: 01786 468400 Pathfoot Room E16 Lesley

McIntosh, Programme Administrator

E-mail: [l.s.d.mcintosh@stir.ac.uk](mailto:l.s.d.mcintosh@stir.ac.uk) Tel: 01786 466220 Pathfoot Room E16 Alison

Scott, Programme Administrator

E-mail: [alison.scott@stir.ac.uk](mailto:alison.scott@stir.ac.uk) Tel: 01786 467510 Pathfoot Room E16

Research students can draw on the expertise of our academic staff, all of whom have national and international reputations in their respective fields. We understand that the needs of research students are increasingly multi-disciplinary, and we encourage collaborative learning and research wherever possible. We have developed dedicated research training for all our research students, and we continue to seek innovative ways of delivering the research skills and training required for the 21<sup>st</sup> century.

For more information please view our video podcasts, with messages from our programme directors. You may also find up-to-date information from our newsletter, which is published three times a year in November, March and May. A welcome event for all postgraduate students in the School will take place in early October.

We hope you can join our postgraduate community and share our passion for the arts and humanities.

***Professor Kirstie Blair Director of  
Graduate Studies***

## **WELCOME MESSAGE FROM DIRECTOR OF LEARNING AND TEACHING**

Congratulations on gaining a place to study here at Stirling University. I am delighted to welcome you to Stirling where you will become part of a thriving community, not only for your time with us but also after you have graduated - you will always be a Stirling graduate and part of our community here. I expect you may be excited but also a little apprehensive about what lies ahead.

The core benefit of the university experience is the opportunity to learn in a research active environment. In the School of Arts and Humanities, learning and research are complimentary at all levels, from the first year of our undergraduate programmes, to the support we provide for advanced level postgraduate study. Teaching staff in the four divisions of the School of Arts and Humanities actively research in their specialisms, and many bring relevant professional experience to the lecture and seminar room. This is complemented by extensive range of resources available through the University's attractive Library, many of which are available online.

Your time at Stirling will fly by. In the Arts and Humanities we place a lot of emphasis on proactive learning by students. Your lecturers, tutors and supervisors will encourage you to set a realistic pace for your studies. There are also lots of interesting activities and excellent facilities for students at Stirling, not least superb sport provision. I would encourage you to take the opportunity to widen your interests and skills through these opportunities. Being at university should be fun as well as hard work at times. However, a word of caution, you need to keep a balance to ensure you dedicate enough time to your studies. Find that balance quickly and make the most of your academic opportunities, as well as your chance to be part of a wide and cosmopolitan community.

A word or two about feedback. Take every opportunity to receive feedback from staff and your peers on your work and performance and reflect and use it to improve. This is key to developing during your time here. Staff are available to students throughout the semester to discuss feedback deal with queries. We also look for feedback from you on how to improve and develop. We take this very seriously and are constantly in a cycle of review and improvement. Please help us to improve by giving feedback, we do listen and act on it where possible. Students are also actively involved in the School in developing policy through class representatives and our School Officers.

Finally, if you need help - ask. We are all here to help. I look forward to meeting many of you, and I wish you all the very best in your course of study.

***Alison Green  
Director of Learning and Teaching***

## **INFORMATION FOR INTERNATIONAL STUDENTS**

If you are in receipt of a Tier 4 Visa then it is essential that you comply with the UK immigration regulations during your stay in the UK. Following your enrolment you would have been sent a message to your University email account which details the University's formal points of contact during your studies and also your immigration responsibilities. In addition to these, the School will also outline the required academic contact points for the successful completion of each module. The School will report any concerns about your attendance and participation to the Enrolment and Records Team- for example if you have failed to submit coursework or if you have missed required classes.

You should familiarise yourself with the agreed points of contact and your Tier 4 responsibilities (available at <http://www.aro.stir.ac.uk/reg-enrol/PointsofContact.php>). You will be withdrawn from the University and reported to the Home Office (UK Visas and Immigration) should you fail to comply with them.

The University expects that students will attend all classes. The University expects that all students engage fully with the learning and teaching to be undertaken for each module studied, and with the programme of study or research for which they are registered. Students are not permitted to be absent from their studies without the authorisation of the University. The normal expectation is that students on a Tier 4 Visa will remain at the University for the duration of their studies, including the dissertation period. If you wish to return home early or to conduct dissertation fieldwork away from the University for a period of more than 14 days then you will need to get permission from the Programme Director and then complete an 'Application to Apply for Fieldwork or to Return Home Early' form. See <http://www.aro.stir.ac.uk/reg-enrol/FieldworkortoReturnHomeEarly.php> for further information.

If you plan to undertake a work placement during your studies then you should notify [tier4visastudents@stir.ac.uk](mailto:tier4visastudents@stir.ac.uk). You should submit the name of the company where you will be based, their location and the start and end date of the placement.

You should contact [tier4visastudents@stir.ac.uk](mailto:tier4visastudents@stir.ac.uk) should you have any questions regarding your Tier 4 Visa responsibilities or other matters relating to your Tier 4 Visa.

## **INFORMATION ON EMPLOYABILITY AND CAREERS**

### **Why you need work or volunteering experience**

Getting into paid employment without relevant work experience can be very difficult, especially as more and more students are entering the graduate labour market. Some people are fortunate in obtaining a part-time job or work placement in the career area they are interested in. Although in many cases this is not possible, it is important to recognise that all work experience is valuable.

Whatever way you gain experience, you'll be gaining and further developing transferable skills that employers are looking for, as well as helping you decide what you would like (or not like to do) in the future. Adding this work experience to your CV, in addition to your degree, will help you stand out from the crowd.

### **Work experience**

Work experience enables you to gain the necessary experience often required for entry to future careers, such as journalism, environmental work or social work. It gives you the opportunity to put your theoretical knowledge into practice, and also lets you research and try out potential future career areas to confirm or reject your ideas. At the same time you could be better off financially while increasing your awareness of workplace culture. It will also help you build a network of contacts which could be useful in the future or with your dissertation or class projects.

Students are expected to be aware of their own study commitments and not to take employment that will adversely affect their academic work. A maximum of **15 hours** work in term time is strongly recommended.

#### **Finding Work Experience in the UK:**

**Contact the Job Shop for local casual/part-time work and volunteering during semester or vacation:**

[www.stir.ac.uk/careers](http://www.stir.ac.uk/careers)

#### **Apply for summer internship programmes organised by big employers.**

These are very competitive and require early application, usually by an online application form, some before Christmas. For many employers, these placements are an extended interview to help them decide if they want to take you on after graduation.

#### **Organise your own work experience by contacting employers directly.**

Send a CV and covering letter to organisations you are interested in and follow up with a phone call. Networking is another way of finding local opportunities. Go to events where you are likely to meet people in the field of work you are interested in and try and speak to them. Make sure you contact organisations a few months before you want to start work.

#### **Consider contacting people about work shadowing**

Make the most of any opportunity you can to shadow a professional working in a career area of interest to increase your understanding and build up a useful network of contacts.

You may know someone who works in the field you are interested in. There is no harm in contacting them. Alternatively, send your CV and a covering letter to organisations you would like to work for, and follow this up with a phone call.

#### **Volunteering**

Voluntary work enables you to gain an insight into a career area of interest in order to help you decide if it is definitely for you. It can also help you gain specific practical experience that is required to get into a particular career area, e.g. developing fieldwork skills for environmental jobs. Volunteering also helps develop **transferable skills** that may be useful in a wide variety of career areas, e.g. organisational, team working, interpersonal and presentation skills.

There are a number of ways in which you can volunteer right here on campus that will look great on your CV, including:

Become a **Student Ambassador** - assisting students and their relatives/friends on campus during open days, applicant days, visit afternoons and individual tours.

Become a **Student Mentor** - providing peer support for undergraduate students in their first year of study.

Volunteer as a **Class Representative** - represent your fellow students at meetings with academic staff.

Get involved in the **Student's Union** - including clubs and societies, student representation, committee membership, coaching and the international student buddy scheme.

The Career Development Centre offers a full accredited **Work Experience Module (PDM9AL)** which allows you to gain at least **30 hours of graduate-level work experience** with a local charitable or voluntary organisation:  
<http://www.stir.ac.uk/careers/modules/wemodules/>

## Useful Resources

### Careers Information Room (Cottrell 3A1):

Holds a selection of reference books and files on vacation work, working overseas, taking a year out and volunteering. Also available are leaflets on work experience and volunteering opportunities.

### Get Advice:

If you would like to discuss work experience, or your career plans, you can drop in to the Career Development Centre (Cottrell 3A1) and speak to a Career Development Adviser from Monday to Thursday between 11am and 3pm. You can also make a longer guidance appointment by calling 01786 467070.

### Career Development Centre Website links:

Work experience and volunteering:

[http://www.stir.ac.uk/careers/students/work\\_experience\\_and\\_volunteering/](http://www.stir.ac.uk/careers/students/work_experience_and_volunteering/) Vacancies

& opportunities: <http://stir.prospects.ac.uk/>

Accredited work experience modules: <http://www.stir.ac.uk/careers/modules/wemodules/>

International students: <http://www.stir.ac.uk/careers/students/international/working/>

Pamela Crawford/Lesley Grayburn  
Joint Heads of the Career Development Centre

## INFORMATION ON STUDY ABROAD OPPORTUNITIES

There are two options for study abroad open to students in the School of Arts & Humanities.

- 1) University Exchange Programme  
For more information: <http://www.stir.ac.uk/exchange/> When do I apply? : autumn of second year/semester 3  
When do I go on study abroad? : autumn and/or spring semester(s) of third year/semesters 5 and/or 6
  
- 2) Erasmus Exchange Programme  
For more information: <http://www.stir.ac.uk/exchange/erasmus-exchanges/>  
When to apply? : depends on your degree programme, normally in semester 4  
When do I go on study abroad? : autumn and/or spring semester(s) of third year/semesters 5 and/or 6 (though there may be options to go in semesters 4 or 7)

Interested students are encouraged to attend the Study Abroad Fair on Wednesday, 2 October 2013. More details will be posted at <http://www.stir.ac.uk/exchange/>.

## INFORMATION ON STUDENT OFFICER ROLE

### Representation and Shaping Your Learning Experience

Being at University, you may think it is all just about studying, partying and hopefully passing the exams, but there are also some great opportunities available to you to shape your degree. Within the School of Arts and Humanities students have the opportunity to become Course Representatives and Student Officers for their modules and division. These roles make sure that the student voice is part of all the decisions which affect your learning and improve your experience at Stirling.

### Course Representatives

Course reps volunteer at the beginning of each semester to act as a voice for students on their module. Course Reps take forward any issues or concerns students have about their modules to School staff as well as views and opinions on where academic staff are doing really amazing things.

Course reps are offered professional training in their role and are supported by their division's School Officer. Reps attend the Schools Student Staff Consultative Committee twice each semester to discuss developments with module staff and to resolve any issues. This role is a great way to get involved in your degree and a brilliant way of getting to know the staff in the school a little bit more. To become a rep, listen out for the role in your first few lectures and put yourself forward. More info on the role can be found at [www.stirlingstudentsunion.com/creps](http://www.stirlingstudentsunion.com/creps)

### School Officer

Each division has a School Officer for undergraduate and postgraduate students paired to a senior member of staff to look at how students are experiencing their studies. This can be anything from student employability, assessment and feedback, lecturing, modules, research and so on.

The officers help support course reps for each module and take forward any issues or commendations they have about their courses. The Officers act as a liaison with the course reps for their division, providing them with training and support on their roles and provide a connection to senior decision makers within the University. School Officers ensure that staff know what students want and aim to continually improve the learning experience.

The current School Officer for the school of Arts and Humanities can be found below:

|                       |                                |  |
|-----------------------|--------------------------------|--|
| <b>Shumela Ahmed</b>  | Communications Media & Culture | <a href="mailto:sha00036@students.stir.ac.uk">sha00036@students.stir.ac.uk</a> |
| <b>Hollie Cameron</b> | History and Politics           | <a href="mailto:hoc00003@students.stir.ac.uk">hoc00003@students.stir.ac.uk</a> |
| <b>Orsolya Keri</b>   | Literature and Languages       | <a href="mailto:omk00001@students.stir.ac.uk">omk00001@students.stir.ac.uk</a> |
| <b>Paul Conlan</b>    | Philosophy and Law             | <a href="mailto:pjc00003@students.stir.ac.uk">pjc00003@students.stir.ac.uk</a> |

If you are interested in more information about the role or if you are thinking of running for a post look out for the recruitment emails in March next year. Remember that being at University is not just about sitting in the classroom and reading in the library, it's an opportunity to be an active part of your learning and make decisions that can change how your degree is delivered.

### Role Description - School Officer School of Arts and Humanities

Open to any student entering second, third or fourth year or studying on a taught postgraduate programme.

### Purpose

The role of School Officer exists to provide student representation and input within the academic schools and play a key coordinating and support role within the course representative network.

## Remuneration

The School Officer is an important one and can take up to 40 hours a semester to fulfil. However, the University acknowledges that this is a substantial commitment and pays an honorarium of £150 per semester.

## Duties

School Officers would be required to complete the following in order to be awarded the honorarium per semester. Monitoring of these duties and responsibilities would be the responsibility of the School and the Union to collate and record.

## Meetings

- Attend initial Induction/Training meeting with the Union and School
- Attend School Officer Training
- Attend Fortnightly School Officer meetings with Union VP Education & Engagement
- Attend Student Staff Consultative Committees (SSCC)
- Attend School Divisional Committee Meetings as required
- Attend specific School Learning and Teaching Committees
- Attend a support appraisal at the start of semester 2

## Responsibilities

- Report regularly to the School on the work of the School Officer team
- Work with the designated Learning and Teaching Officers within the School on learning, teaching and student engagement
- Aid in the recruitment of Course Representatives
- Contribute to Course Representative training
- Coordinate regular meetings with Course Representatives
- Meet regularly with other School Officers in the School and across other Schools
- Actively promote Union activities in Learning & Teaching (such as RATE Awards) within the School
- Promote mechanisms to improve Learning and Teaching (such as the National Student Survey)

## Opportunities

- Attend and contribute to the University's Learning and Teaching Conference (EduFair) **Benefits of Applying**

What will you get out of being a School Officer?

- Extensive training and development of essential transferable skills; including meeting skills, policy development, negotiation, team working and communication skills.
- Be part of a team that works closely together and has extensive support from the Union and the Schools
- Be one of the first to find out what is going on in your School and Division.
- Become familiar with senior University staff.
- Help to make things better for your fellow classmates and students in general.
- Being part of the decision making processes of the Union and in particular helping to shape the policies on academic issues
- Candidates who are unsuccessful will get application and interview experience

If you are interested in more information about the role or if you are thinking of running for a post look out for the recruitment emails in March next year. Remember that being at University is not just about sitting in the classroom and reading in the library, it's an opportunity to be an active part of your learning and make decisions that can change how your degree is delivered.

## Person Specification

| Criteria  | Essential | Desirable |
|---|-----------|-----------|
| Able to communicate with varied audiences on varied topics  | x         |           |
| Demonstrate good time keeping and organisational skills   | x         |           |
| Able to process information and present clear arguments   | x         |           |
| Show commitment to the role and to gaining a better understanding of current issues in higher education | x         |           |
| Good time management and organisational skills  | x         |           |
| The ability to use basic Microsoft Office Software (email, word)  | x         |           |
| Able to coordinate groups of individuals  |           | x         |
| Able to collate information and provide both verbal and written updates                                 |           | x         |

## Application and Selection

There are four School Officers posts available, one per academic division at Undergraduate Level. These are Communications Media & Culture, History & Politics, Literature & Languages, and Philosophy & Law. Applications will open for Undergraduate Officers in March 2013 and for Postgraduate in September of each Academic Session. For more information contact the Students Union on [theunion@stir.ac.uk](mailto:theunion@stir.ac.uk)

## THE STUDENTS UNION

The Union is there to make your time as a student the very best it can be! The Union runs a whole host of campaigns and activities each year to promote the student voice and get your views and opinions on the national stage, ensuring that any decision which affects you will do so in a beneficial way. The Union supports the school in running the School Officer Programme and collaborates with staff and students studying within the School to get the most out of their degree that they can. For instance the Union facilitates a number of different student societies to run events and activities alongside offering students skills and experiences to compliment their degrees. Over the last few years the Law Society and Philosophy Society have each ran a number of seminars and Moot courts which students have not only thoroughly enjoyed, but also gained some great experiences for their CVs. The Union is always looking for some enthusiastic students to start up a new society and if you have an interest in the arts then get in touch with them to discuss further. The Union also offer some great recreational activities through the Sports Union which supports over 40 different sports clubs as well as having a bar and Starbucks Coffee shop on campus. For more info on the Students Union checkout their website at [www.stirlingstudentsunion.com](http://www.stirlingstudentsunion.com)