1. **Title of the module**

FILM6320 (FI632) Television

1. **Division or partner institution which will be responsible for management of the module**

Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

N/A

1. **The course(s) of study to which the module contributes**

BA Film and associated programmes

BA Media Studies and associated programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge and critical understanding of the various historical, institutional and cultural contexts that inform television and how television can be positioned amongst other audio-visual media.

8.2 Demonstrate knowledge and critical understanding of the key theoretical approaches to the analysis of television.

8.3 Analyse a range of television texts, taking consideration of issues of format, genre and audience.

8.4 Apply their acquired knowledge of the field (including via critical engagement with scholarly literature) in cogent written and/or spoken form.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Develop skills of critical and historical analysis, together with generic intellectual skills of synthesis, summarisation, critical judgement and problem-solving, that will allow for the construction of original and persuasive arguments.

9.2 Develop skills of communication, improving performance and problem-solving.

9.3 Communicate effectively, using appropriate vocabulary, ideas and arguments effectively to a variety of audiences and/or using a variety of methods

9.4 Read critically, analyse and use a range of primary and secondary texts.

9.5 Locate and use appropriately a range of learning and reference resources (including moving image resources) within the Library and elsewhere, including the internet.

9.6 Employ information technologies to research and present their work.

1. **A synopsis of the curriculum**

Television, the most important new medium of the mid-twentieth century, remains the most pervasive media form in daily life. Today it is transforming from linear programming on traditional networks into video-on-demand, streaming and catch-up iterations with different viewing patterns. In this introductory module students will examine the various historical, institutional and cultural factors that influence television production, programming and audiences. Students will further learn to analyse how television programmes create meaning, demonstrating awareness of genre and format, and work with key theoretical frameworks that help us critically reflect on the enduring appeal of the medium.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

 Bignell. J. (2013) *An Introduction to Television Studies*. 3rd ed. London & New York: Routledge.

Creeber, G. (2015) *The Television Genre Book.* 3rd ed.London: BFI.

Hill, A. (2005) *Reality TV: Audiences and Popular Factual Television*. London and New York: Routledge.

McDonald, K. & Smith-Rowsey, D., eds. (2016) *The Netflix Effect: Technology and Entertainment in the 21st Century*. London: Bloomsbury.

Thompson, E. and Mittell, J., eds, (2013) *How to Watch Television.* New York: New York University Press.

Wasko, J. and Meehan, E., eds. (2019) *A Companion to Television*. 2nd ed. Chichester: Wiley-Blackwell.

Wheatley, H. (2016) *Spectacular Television: Exploring Televisual Pleasure*. London: I. B. Tauris.

1. **Learning and teaching methods**

Total contact hours: 36

Private study hours: 264

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Digital Portfolio (40%)

Essay (3000 words) (60%)

13.2 Reassessment methods

Like for Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **X** |  |
| Seminars | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Digital Portfolio | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The course will be taught through a series of case-studies using a wide range of television texts from Britain and beyond.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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