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# MECS3004 TV TIMES

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BA (Hons) Media & Culture, 15 Credits, Optional for Single/Major/Joint/Minor



2018-2019

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### **Intended Learning Outcomes:**

On successful completion of the module, students should be able to:

1. Demonstrate an understanding of debates and key issues in relation to television;
2. Critically apply theoretical considerations to generic popular texts;
3. Show a critical understanding of debates that have contributed to the development of television studies;
4. Effectively communicate argument, information and analysis in a variety of formats.

### **Attendance Requirement:**

You are expected to attend all taught sessions; non-attendance may significantly affect your ability to complete successfully a module and may jeopardise your ability to undertake re-assessment in the event of failing a module.

If you are unable to attend a scheduled session for some unavoidable reason, you must **email the module tutor**. Please include in your email your name and student number, the module code and name, the date of the missed session, and your reason for missing it. You should make sure that you also contact your module tutor to make arrangements to catch up on any work you have missed.

If you have accrued two or more unexplained absences, you will be required to attend a tutorial interview with the module leader, your personal academic tutor, and the course leader to discuss the impact of your attendance on your performance and progress.

## Teaching Methods

### Different teaching methods/ activities for different learning styles:-

Visual	<ul style="list-style-type: none"> <li>• Images on PowerPoints</li> <li>• Boards and posters used in seminars</li> <li>• TV programmes</li> <li>• Videos on PowerPoint</li> <li>• Videos made to support topics</li> </ul>
Auditory	<ul style="list-style-type: none"> <li>• Analogies interspersed in lectures.</li> <li>• Learners work in pairs</li> <li>• Learners work in small groups</li> <li>• Also in lectures in response to questions</li> <li>• Audio podcasts made to support topics</li> </ul>
Kinaesthetic	<p>Physical activities –</p> <ul style="list-style-type: none"> <li>• Having to move around in the seminar time</li> <li>• Quizzes that require use of mobile phones.</li> <li>• Using phones/laptops to look up definitions</li> <li>• Completing worksheets online</li> <li>• Portfolio tasks</li> </ul>
Tactile	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• completing questions on seminar sheets</li> <li>• writing things in response to questions in lectures</li> <li>• use of cards to yes/no responses</li> <li>• Raising hands in response to questions</li> <li>• Using computers to compile portfolios and completing worksheets.</li> </ul>
Adaptability	<ul style="list-style-type: none"> <li>• Don't allow your learning style to control you.</li> <li>• Awareness of how you most successfully learn is useful but by learning to adapt your learning style, you will enhance your ability to learn.</li> <li>• Not every session will suit your individual learning style and in a workplace environment you may find that your learning style will need to adapt and change to suit the environment. Developing techniques to adapt your learning style(s) will be useful for your employability.</li> </ul>

#### Feedback

##### Feedback from us to you –

- Feedback defined: Information about a person's reaction to something, performance of a task, engagement with a topic, information which results in changes in thinking, behaviour or responses.
- Feedback can be verbal in relation to the above definition.

##### Feedback on changes to the module based on student comments

- The word count and type of assessment for assignment 1 has changed to be a 750 word plan which feeds into assignment 2, based on student feedback. This has now been changed to a report based on module evaluation – a business style report to give you specific employability/career skills.

- If you are on the Facebook group, I also put feedback there as well as emailing the class list.

- Students wanted more examples of the business plan which can be included based on student examples.
- Students wanted topics such as existentialism to be covered earlier. This is scheduled in the first half of the module.
- Students wanted Superheroes to be covered earlier in the module.
- Students also wanted more contemporary television shows and to have more explanations of these.
- Students wanted the first assignment to be submitted after most the topics have been covered. It is scheduled for the <sup>th</sup> April (after most topics have been covered)
- Students wanted to know whom to contact if the library links and television links do not work. I have included this in the contact details.

#### Assignment Information

### Assignment One

#### **A report relating to a topic from the module (in business report format) 750 words (30%)**

- The report should be submitted online via Turnitin on Blackboard
- For the report you will need to highlight which topic you will be focusing on in assignment 2.
- You will need to sketch out what you hope to do and to note some potential relevant academic sources (for the report 4 key texts will be sufficient although this would not be sufficient for the actual essay).
- I will have an example of the assignment 1 for you which will be given out during the course of the module.

#### **Potential topics choices for the report/essay (remember this will feed into assignment 2)**

#### **Either Option A:**

Textual analysis of television programming in relation to any topic from the module OR

#### **Option B**

An analysis of television (as a wider more general concept) itself in relation to any topic from the module

If you prefer to have a set question these are the kind of essay questions that you can use as a guide but equally you can set your own essay question in relation to any topic we study on this module :-

1. Topics: Cruel Television, Cult Television, Existentialism, Flow theory, Humour theory, Hyperreality, Liveness, Morality, TV Online, Mobile TV, Nihilism, Orientalism, Panopticon, Surveillance TV, Audiences, Philosophical concepts studied on the module.

### Past essay questions:-

Students have devised these questions in the past:-

1. Hyperreality/Baudrillard
  - Is news more real than reality itself (with reference to hyperreality);
  - Exploring Baudrillard's notion of hyperreality in relation to the television programme *Geordie Shore*.
  - To what extent is hyperreality evident in Soap operas, focusing on *Coronation Street*.
  - *Balamory* in relation to hyperreality.
2. Cruel TV
  - How does morality relate to cruel television
  - Cruel television in *I'm a Celebrity Get me Out of Here*
  - The role of Cruelty in relation to *X-Factor*.
  - Analysing *The Jeremy Kyle Show* in relation to humiliation and shame.
  - Cruel TV in relation to *Big Brother*
3. Superheroes
  - Superheroes
  - Why don't superheroes use their powers for evil?
  - How can we apply the notion of moral relativism to television programmes?
  - What does Kant suggest about duty and how does this relate to superheroes
  - Why are there so many television programmes about superheroes, vampires, zombies on our contemporary television?
4. Orientalism
  - What notions of the Orient are portrayed in *Sherlock*?
  - What notions of the Orient are evident in *The Big Bang Theory*.
  - Global television
5. Morality
  - Morality in relation to soap operas;
  - Morality in relation to *I'm a Celebrity Get me out of here*.
6. Cult TV
  - Are cult television programmes unique with reference to *Firefly*?
  - *Buffy* in relation to cult television.
  - Is *The Walking Dead* cult television?
  - Is *Orange is the New Black* cult television.
7. Flow theory
  - How does flow theory relate to the online world of television?
8. Surveillance/panopticon
  - Elements of surveillance/panopticon in *Judge Judy*.
  - Can Surveillance/panopticon ideas be applied to *Orange is the New Black*
  - Analysis of *GPs Behind closed doors* in relation to surveillance and panopticon.
9. Nihilism/existentialism
  - Nihilism in *The Sopranos*.
  - Analysis of *Arrow* in relation to existentialism.
  - Existentialism and TV noir in *Peaky Blinders*.
  - Existentialism in *Dexter*.

10. Humour

- How does humour work in the sitcom *Peep Show*.

11. Post Television era

- Are we in a post-television era? Analysing the impact of the Internet on traditional television.
- The changing ways of viewing television with reference to *Breaking Bad*.
- Heidegger, being and television

12. Politics

- Representation of politics *House of Cards*
- Reality television and celebrity in relation to Trump

13. Please think about what you are interested in doing – we will have some seminar activities to help you think about this, and also you can book tutorials with myself.

14. You can focus on ANY type of programming.

### Example of layout of the report

- **I will also have an assignment example for you given out during the module).**
- You must produce the report in a business style format which will be useful for whatever future employment you go into (e.g. I have had to use a report style for submitting evidence to the British Youth Parliament on Body image and for various work related matters).

#### Report by (student Number) for TV Times

1. **Executive Summary:** This should consist of a few key lines that summarises the whole report. (In a longer business report the executive summary should be no more than two pages – obviously for this short report it should be a few lines only).
2. **Title or question:** This should tell us what you are aiming to focus on in the essay.
3. **Context:** In this section you might want to give a bit of background about the programme(s) and justify why you are focusing on them. If you are looking at television more generally, then you will still need to specify/justify why you are doing this.
4. **Theoretical ideas:** In this section you need to suggest which theoretical viewpoint you are going to use to analyse the programme. You also need to define these key terms, and you should draw on academic sources in order to do this. For example, if you were going to use Orientalism to analyse *Death in Paradise*, you would define Orientalism here. (In assignment 2 you would expand this)
5. **Other relevant sources :** In this section you shouldn't just list the sources but tell the reader something about them and how each of these sources will relate to your topic. If you have already mentioned one or two academic sources in the theoretical ideas section (above) then you only need to make sure you have 4 in total.
  - 5.1. You may, for example, want to look up academic sources that are specifically about the programme(s) or genre you are focusing on. Alternatively, there may be some other general texts that will enable your analysis to be conducted (e.g. such as a content analysis of a television programme that you will be using).
  - 5.2. Similarly, you could be drawing on a study that looks at a different medium but highlights the relevant theory or theories and you could use this to relate to your analysis of television/programmes.

6. **Analysis of programme:** It might be useful for the report to have conducted a little bit of analysis so that you can give one or two examples in relation to how you will apply the theoretical ideas to the programme or to television. These will not be in depth in the report, but will help establish the feasibility of applying your chosen theory/ideas to your chosen television/programmes.
7. **What I hope to find (if you have ideas about this) and importance:** You may be able to say something about this – particularly if you have written the topic in the form of a question. You might include some ideas in relation to this in the executive summary at the start.
8. **List of References:** There should be four academic sources here in alphabetical order in the Harvard system. Other sources can be useful but they do not count as academic sources.

I will give out an example of a report during the module.

**Word limit**

You are permitted to write 10% more than the target number of words, but do not write more than that as markers will not normally read or take into account anything beyond that additional 10%.

<b>Deadline for assignment One</b>	<b>12<sup>th</sup> April 2019 via Turnitin</b> (5 days late grade=D-) (5+ days late grade=0)
<b>Returning of assignment one</b>	Feedback will be published via Turnitin 20 working days

**Assignment Two 70% (2,000)**

**Option A: Textual analysis of television programming**

- This should involve close textual analysis of a programme or programmes that could be episodes in a series, programmes linked by genre or theme, or programmes (or one programme) that can be contrasted in relation to one particular theory from the module.
- You will need to decide one the programming you are focusing on (e.g. you might be applying humour theory to a range of comedy programmes).
- Remember that you can use Box of Broadcasts <http://bobnational.net/> to find television programmes and to search for programmes, as well as other online sources that can be used (Netflix, Amazon Prime, YouTube etc.).
- You will need to define the concepts that you focus on drawing on academic sources and relate the topic to your analysis throughout.
- You will also need to have a conclusion and a bibliography at the end.

- There should be a wide range of sources used – academic journal articles and textbooks – that will enable your analysis to be placed in the context of your reading on the topic.

**Option B: An analysis of television itself in relation to any topic from the module**

- You will be exploring the concept in relation to television more generally rather than focusing on related programmes.
- You will need to define the concept you are going to use drawing on academic sources
- You will need to explore the concept in relation to television (for example, you could look at how the internet is changing television, television viewing etc.
- You will also need to highlight any criticisms of the theories you are focusing on.
- You will need to also have a conclusion and bibliography at the end.
- There should be a wide range of sources used – academic journal articles and textbooks – that will enable your analysis to be placed in the context of your reading on the topic.

**Word limit**

You are permitted to write 10% more than the target number of words, but do not write more than that as markers will not normally read or take into account anything beyond that additional 10%.

<b>Deadline for assignment Two</b>	<b>17<sup>th</sup> May 2019 via Turnitin</b> (5 days late grade=D-) (5+ days late grade=0) If you need extra time, or cannot submit an assignment, you will have to apply for mitigating circumstances with evidence.
<b>Returning of assignment two</b>	<b>Deadline for marks:</b> 1 <sup>st</sup> June 2018 but feedback is only allowed to be published on 20 <sup>th</sup> working day from submission date: 19 <sup>th</sup> June.

**Contact details: Dr Barbara Mitra**

Room 115 Bredon

Email: [b.mitra@worc.ac.uk](mailto:b.mitra@worc.ac.uk)

- Media and Cultural Studies website where you can find **pdf** versions of lecture notes and PowerPoints and MP3 versions of audio recordings:  
<http://www.mediaandculturalstudies.co.uk/mecs3004-tv-times-2/>

**Weekly Schedule**

**Lecture/Seminar**

	<b>Topics</b>	<b>Reading/Television Programme</b>
Week 1: 22/01/2019	Introduction to the Module/ Cult TV	➤ Associated Reading: Espenson, S. J. (2010) <i>Playing Hard to Get. How to Write Cult TV</i> . In S. Abbott (Ed.) <i>The Cult TV Book</i> . London, Tauris (Ebook via resources online) (see pages 45-53).

Week 2: 29/01/2019	Kant and Hume – humiliation and cruel television	<ul style="list-style-type: none"> <li>➤ Analysis of television in relation to cruel television.</li> <li>➤ Associated Reading: Aldridge, J. (2003) Cruelty TV. Sick Joke or New Reality. <i>The Observer</i>. Sunday 18<sup>th</sup> May. [Online] Available from <a href="http://www.guardian.co.uk/media/2003/may/18/broadcasting_realitytv">http://www.guardian.co.uk/media/2003/may/18/broadcasting_realitytv</a> [Accessed 18/01/2013].</li> <li>➤ Smith, R. H. (2014) <i>The Joy of Pain. Schadenfreude and the Dark Side of Human Nature</i>. Oxford, Oxford University Press. (see pp. 113-115).</li> </ul>
Week 3: 05/02/2019	Philosophy in Buffy, Superheroes, detectives & Science Fiction	<ul style="list-style-type: none"> <li>➤ Evans, C.S. (2006) Why should superheroes be good? Spide-man, the X-Men and Kierkegaard's Double Danger In T. Morris and M. Morris (Eds.) <i>Superheroes and Philosophy</i>. Chicago, Open Court Press.</li> <li>➤ Robichaud, C. (2016) With great power comes great responsibility. ON the moral duties of the super-powerful and super-heroic IN. T. Morris and M. Morris (Eds.) <i>Superheroes and Philosophy</i>. Chicago, Open Court Press.</li> <li>➤ Screening of television programme</li> </ul>
Week 4 12/02/2019	Humour theory and comedy	<p>Analysing comedy programmes in relation to humour theory</p> <p>Associated Reading; Berger, A. A. (1987) Humor An Introduction. <i>The American Behavioral Scientist</i>. Vol. 30(1), pp. 6-15.</p> <ul style="list-style-type: none"> <li>➤ Fink, E.J. (2013) Writing The Simpsons: A Case Study of Comic Theory. <i>Journal of Film and Video</i>. Vol. 65(1-2), pp. 43-55.</li> </ul>
Week 5 19/02/2019	Existentialism/nihilism and television noir BM	<ul style="list-style-type: none"> <li>➤ Associated Reading: Blumenau, R. (2005) <i>Philosophy and Living</i>. Exeter, Imprint Academic (pp.485-489 and p.512)</li> <li>➤ Sanders, S.M. (2008) An Introduction to the Philosophy of TV Noir IN S.M. Sanders and A.J. Skoble (Eds.) <i>The Philosophy of TV Noir</i>. Kentucky, University Press of Kentucky.</li> </ul> <p>Screening of television programme</p>
Week 6 26/02/2019	Flow theory and television	<ul style="list-style-type: none"> <li>➤ Associated Reading: Jensen, K.B. (1996) 'Reception as flow' in J. Corner &amp; S. Harvey (eds.) <i>The Television Times Reader</i> London, Arnold. pp.187-197</li> <li>➤ Seminar: Discussion of flow theory</li> </ul>
<b>Progress week 04/03/2019 to 08/03/2019</b>		
Week 7: 12/03/2019	Heidegger, being and TV/Chaos Theory and TV	<ul style="list-style-type: none"> <li>➤ Introna, L.O. and Ilharco, F.M. (2006) Meaning of Screens: Towards a Phenomenological Account of Screenness. <i>Human Studies</i>. Vol. 29, pp. 57-76.</li> </ul>
Week 8: 19/03/2019	Reality television, Foucault (panopticon and surveillance)	<ul style="list-style-type: none"> <li>➤ Associated Reading: Meikle, G. and Young, S. (2012) <i>Media Convergence. Digital Media in Everyday Life</i>. Basingstoke, Palgrave Macmillan (see pages 132-133).</li> <li>➤ Rabinow, P. (1991) <i>The Foucault Reader</i>. London, Penguin.</li> <li>➤ Screening of television programme</li> </ul>
Week 9: 26/03/2019	Politics and Television/ News and Baudrillard	<ul style="list-style-type: none"> <li>➤ Associated Reading: Poster, M. (1988) <i>Baudrillard Selected Writings</i>, Cambridge, Polity Press. (pp.166-184).</li> <li>➤ Longhurst et al. (2008) <i>Introducing Cultural Studies</i>, Harlow, Pearson Education Ltd. , pp. 300-301</li> </ul>

		Screening of television programme
Week 10: 02/04/2019	Orientalism and neo-orientalism in relation to television	<ul style="list-style-type: none"> <li>➤ Associated Reading Said, E. (2002) Orientalism In B. Ashcroft, G. Griffiths and H. Tiffin (Eds.) <i>The Post-Colonial Studies Reader</i>. Abingdon, Routledge. pp.87-91. (This is available as a digital chapter in the Online resource list_.</li> <li>➤ Also: Kustritiz, A. and Kohnen, M.E.S. (2012) Decoding the Industrial and the City. Visions of Security in Holmes' and Sherlock's London In Busse, K. and Stein, L.E. (Eds.) <i>Sherlock and transmedia fandom essays on the BBC series</i>. McFarland, London. See pages 98-99.</li> <li>➤ Caplan, P. (2005) In search of the Exotic. A discussion of the BBC 2 series <i>Tribe</i>. <i>Anthropology Today</i>. Vol. 21(2), pp.3-7.</li> <li>➤ Screening of television programmes</li> </ul>
Week 11: 09/04/2019	TV Online and Mobile/Liveness	<ul style="list-style-type: none"> <li>➤ Associated Reading: Meikle, G. and Young, S. (2012) <i>Media Convergence. Digital Media in Everyday Life</i>. Basingstoke, Palgrave Macmillan. (see pages 155-159 and 170-171).</li> <li>➤ Bennett, J. and Strange, N. (Eds.) (2011) <i>Television as Digital Media</i>. Durham, Duke University Press.</li> </ul> <p>Associated Reading: Barker, C. and Jane, E. A. (2016) <i>Cultural Studies. Theory and Practice</i>. London, Sage. pp. 449-456.</p>
<b>Assignment 1 Deadline: 12<sup>th</sup> April 2019</b>		
<b>Easter 15/04/2019 to 26/04/2019</b>		
Week 12 30/04/2019	Topics based on Student Choices	Writing workshops for assignment 2
<b>Assignment 2 Deadline: 17<sup>th</sup> May 2019</b>		

## Reading List

If links don't work on the reading list (<https://rl.talis.com/3/worc/lists/54D0D3BA-FFE2-AB8C-8B41-96590B2AFB42.html> ) please email [alison.taylor@worc.ac.uk](mailto:alison.taylor@worc.ac.uk)

## Library Support

Remember that if online links through the library do not work, you can contact [alison.taylor@worc.ac.uk](mailto:alison.taylor@worc.ac.uk) to help you find the journal article.

See full talis list online for the full list by topic

## Reference List

Aldridge, J. (2003) Cruelty TV. Sick Joke or New Reality. *The Observer*. Sunday 18<sup>th</sup> May [Online] Available from <http://www.guardian.co.uk/media/2003/may/18/broadcasting.realitytv> [Accessed 18/01/2013].

Berger, A. A. (1987) Humour An Introduction. *The American Behavioural Scientist*. Vol. 30(1), pp. 6-15.

Blumenau, R. (2005) *Philosophy and Living*. Exeter, Imprint Academic.

Caplan, P. (2005) In search of the Exotic. A discussion of the BBC 2 series *Tribe*. *Anthropology Today*. Vol. 21(2), pp.3-7.

Espenson, S.J. (2010) Playing Hard to Get. How to Write Cult TV IN S. Abbott (Ed.) *The Cult TV Book*. London, Tauris.

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Fink, E. J. (2013) Writing the Simpsons: A Case Study of Comic Theory. *Journal of Film and Video*. Vol. 65(1-2), pp. 43-55.

Jensen, K.B. (1996) ' Reception as flow' in J. Corner & S. Harvey (eds.) *The Television Times Reader* London, Arnold.

Jones, J. (2010) *Satiric Television and Political Engagement*. Maryland, Rowman and Littlefield.

Kustritiz, A. and Kohnen, M.E.S. (2012) Decoding the Industrial and the City. Visions of Security in Holmes' and Sherlock's London In Busse, K. and Stein, L.E. (Eds.) *Sherlock and transmedia fandom essays on the BBC series*. McFarland, London.

Meikle, G. and Young, S. (2012) *Media Convergence. Digital Media in Everyday Life*. Basingstoke, Palgrave Macmillan

Poster, M. (1988) *Baudrillard Selected Writings*. Cambridge, Polity Press.

Robichaud, C. (2016) With great power comes great responsibility. ON the moral duties of the super-powerful and super-heroic IN. T. Morris and M. Morris (Eds.) *Superheroes and Philosophy*. Chicago, Open Court Press.

Said, E. (2002) Orientalism In B. Ashcroft, G. Griffiths and H. Tiffin (Eds.) *The Post-Colonial Studies Reader*. Abingdon, Routledge.

## Grading Criteria

Grade	A+/A/A-	B+/B/B-	C+/C/C-	D+/D/D-	E Failing Work
<b>Argument</b>	Excellently argued. Able to analyse and synthesise arguments to reach their own independent conclusion.	Fairly well argued. Able to engage in some critical analysis and interpretation of arguments, but does not conduct their own independent analysis	Generally fairly well argued. Able to describe arguments and debates but describes and reports rather than conducting own critical analysis	Poorly argued. Able to describe some arguments and debates but there are gaps in the knowledge and understanding of the topic area	There is no clear, coherent argument formed. The debates and arguments are not clearly described or analysed
<b>Research</b>	There is evidence of excellent research. The arguments are supported by a wide range of appropriate sources which are excellently referenced and acknowledged in a bibliography	There is evidence of some good research. The arguments are generally supported by an appropriate range of sources which tend to be well referenced and mostly acknowledged in a bibliography	There is evidence of some research. The arguments are sometimes supported by appropriate sources which are sometimes referenced correctly, although there are some mistakes in the bibliography	There is an acceptable level of research at this level. There is some acknowledgement of sources but often not referenced correctly and often not acknowledged in the bibliography	Little evidence of research having been conducted. There are either inappropriate sources used or little acknowledgement of sources. Hence the arguments are not supported by appropriate referencing and there is an

					inadequate bibliography
<b>Writing</b>	Excellent clarity of expression, grammar and spelling. Writes in a fluent and coherent style	Good clarity of expression. Grammar and spelling are generally clear	Satisfactory expression. Grammar and spelling are usually clear although there are some errors.	Mostly acceptable expression. Some inaccuracies in grammatical structures and or spelling tend to detract from the assignment	Very poor clarity of expression. The assignment lacks a clear coherent structure and suffers from numerous grammatical and/or spelling errors
<b>Comprehension</b>	Clearly comprehends the assignment and gives original or creative response to task set	Comprehends the assignment and gives a critical response to task but does not involve their own interpretation	Comprehends the assignment fairly well and gives an adequate response, but largely descriptive	Some comprehension of the assignment. There are some gaps in the response, but it is adequate	Does not comprehend what was required by the assignment and the response is inadequate. They do not address the task set.

See below the key transferable skills you are gaining on this module (for future employment)

These are the **key transferable skills** you are gaining on this module (for future employment)

<b>Key transferable skills</b>	<b>Lectures</b>	<b>Seminars</b>	<b>Assessed work</b>
<b>Communication</b>	Through answering questions, discussing ideas with someone next to you	Communication in group work and also in feeding back to the whole group	Through written work – report and essay.
<b>Teamwork</b>		This is developed through group work activities/reading and questions in the seminars	Through any study groups that have been established on this module.
<b>Leadership</b>	Speaking up on behalf of others  Being a STAR (course representative)	Directing the group towards answering questions/thinking about key issues and ideas  Some students have set up study groups – have you thought about doing this with a few friends who are on MCS?	
<b>Initiative</b>	Preparing before lectures by doing relevant reading on topics	Answering questions/challenging module leader	Finding the resources for your assignments and going beyond the reading list.

		Telling the module leader if things on Blackboard do not work, if readings are too difficult or easy.  Asking appropriate questions in seminar.	
<b>Creative thinking</b>		As there are no definite answers, you have to think for yourself and come up with your own opinions	As there are no definite answers, you have to think for yourself and come up with your own opinions  Also choosing your assignment topic is part of this creative process.
<b>Self-Awareness</b>		Regarding the ability to contribute in seminars.  Also self-awareness will be developed in relation to your own watching of television (e.g. morality and television)	Regarding your knowledge and abilities as evidenced in the assignments.
<b>Commitment/motivation</b>	Attending lectures and seminars shows commitment	Attending seminars and contributing, doing the prepared work that has been set shows commitment.	Getting assignments in on time and showing that you have conducted relevant research/reading shows motivation and commitment
<b>Interpersonal Skills</b>	Time management and organisational skills regarding the lectures/getting there on time and being organised enough to have prepared for the lecture/seminar	Developed through the group work and mixing of groups in seminars	Time management skills re meeting deadlines and being punctual
<b>Computer skills</b>		Accessing materials that are available on Blackboard Accessing Ebooks and journal articles	Word/internet searches/library searches (research skills)

**If you require a tutorial at all, please do get in touch and I am happy to help. I hope you enjoy this module as much as I enjoy these topics.**

**If you have suggestions of screenings then please do get in touch.**

**I often send round a Doodle Poll with tutorial slots to the class list, but please feel free to email me.**

**Resources web page for this module**

**<http://www.mediaandculturalstudies.co.uk/mecs3004-tv-times-2/>**

**Facebook group for third years – please drop me an email and I will send you the link to join if you are not already on the FB group.**