

DEPARTMENT OF COMMUNICATION AND APPLIED LANGUAGE STUDIES  
SCHOOL OF HUMAN AND SOCIAL SCIENCES

LINGUISTICS  
&  
MEDIA STUDIES

MODULE DESCRIPTORS



**University of Venda**

2018

## **VISION AND MISSION STATEMENT**

In line with the University's mission and vision statements, the Department of Communication and Applied Language Studies is guided by the following vision and mission:

### **Vision**

To be the hub of media, communication and journalism research and to offer cutting edge training in development-oriented media, communication and journalism programmes in southern Africa.

### **Mission**

The Department of Communication and Applied Language Studies offers a wide range of globally recognized, developmentally-oriented media, communication and journalism programmes at both undergraduate and postgraduate levels using modern methods of instruction.

DEGREES OFFERED

BACHELOR OF ARTS MAJORING IN LINGUISTICS

BACHELOR OF ARTS MAJORING IN MEDIA STUDIES

BACHELOR OF ARTS HONOURS IN LINGUISTICS

BACHELOR OF ARTS HONOURS IN MEDIA STUDIES (TO BE OFFERED FROM 2019)

MASTER OF ARTS IN LINGUISTICS (MA)

MASTER OF ARTS IN MEDIA STUDIES (TO BE OFFERED)

DOCTOR OF PHILOSOPHY IN LINGUISTICS (PhD)

DOCTOR OF PHILOSOPHY IN MEDIA STUDIES (PhD) (TO BE OFFERED)

## **CAREER OPPORTUNITIES**

### **1. Linguistics**

- Translation
- Interpreting
- Publishing
- Print Media
- Broadcasting
- Language practitioner
- Language policy advisory
- Language teaching
- Language curriculum development
- Public speaking
- Speech writing and editing
- Linguistics research
- Creative writing
- Sign language interpreting
- Lecturer
- Speech therapy, etc.

### **2. Media Studies**

- Journalism
- Advertising
- Editorial work
- Public relations
- Television & Film
- Radio
- Publishing
- Internet writing
- Lecturer
- Public service, etc.

## STAFF

### Senior Lecturers

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BA, Grad. C.E. BA (Hons), MA (UZIM), DPhil (Stell)

Dr M Mabika, Dip Comm. & Journalism (CCOSA), BA, Media Studies (ZOU), MSSc. (UFH), PGDHE (Stellenbosch), DSS (Fort Hare University)

Dr TJ Chari, BA. Post-Gradi Dip in Media & Comm. MA (UZIM), PhD (Wits)

### Lecturers

Dr MF Sadiki, PTC (Rehlahlilwe), Dip. Special Education (BoE), BA, UED, Dip. Education Management, (UNIVEN), Cert. Journalism (Cum Laude) BA (Hons) (UP), MA (Stell), (Unisa), PhD (Stell)

Mr FO Makananise, BA (Univen), BA (Hons), MA (University of Limpopo), PGDHE (Rhodes University)

### Part-time Lecturers

Mr SE Madima, PTD (Tshisimani), BA (UNISA), BA (Hons) (University of Pretoria), MA Cum Laude (Univen)

Mr W Juniper, BA (UNISA), BA (Hons) (University of Limpopo), MA (Leicester University)

### Media Technician

Mr AT Maumela

### Intern

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SECTION A

BACHELOR OF ARTS MAJORING IN LINGUISTICS

UNDERGRADUATE MODULES

LINGUISTICS MODULES

FIRST YEAR		SECOND YEAR		THIRD YEAR	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
<u>Compulsory</u> LIN 1541 &	<u>Compulsory</u> LIN 1641	<u>Compulsory</u> LIN 2541 &	<u>Compulsory</u> LIN 2641 &	<u>Compulsory</u> LIN 3541 &	<u>Compulsory</u> LIN 3641 &
<u>Electives</u> LIN 1542 or LIN 1543		<u>Electives</u> LIN 2542 or LIN 2543	<u>Electives</u> LIN 2642 or LIN 2643	<u>Electives</u> LIN 3542 or LIN 3543	<u>Electives</u> LIN 3642 or LIN 3643

## FIRST YEAR LEVEL SEMESTER 1

**MODULE TITLE** : INTRODUCTION TO THE STUDY OF LANGUAGE  
**MODULE CODE** : LIN 1541  
**CREDIT VALUE** : 14  
**NQF LEVEL** : 5  
**PRE-REQUISITES** : NONE

### MODULE AIM

To introduce and inform students about the significance in the study of the discipline engaging them in acquisition of aspects of language study.

### CORE COMPETENCIES

These aims will be achieved within this course by exposing the student to critical issues in effective language use relating to linguistic epistemology and creativity in the system, linguistic competence, generality and universality of grammar as related to communication.

### LEARNING OUTCOMES

- Demonstrate knowledge of language as a functional tool in communication.
- Describe linguistics, language production.
- Analyse constraints and boundaries of systems in linguistic creativity.
- Identify everyday communicative grammatical formations in texts.
- Differentiate between language as a symbolic system and cognitive grammar.
- Demonstrate knowledge of linguistic categories and concepts and schemas.

### MODULE CONTENT

- Language: languages of the world
- Specialisation, a creative system
- Grammar and linguistic competence
- Generality, parity, universality, mutability, and inaccessibility
- Cognitive grammar
- Language as a symbolic system
- Categories and concepts
- Schemas
- Nominalisation
- Kinship
- Polysemy
- Assembly
- Appositions
- Specifiers
- Lexical categories distribution, idioms and construction

**NOTIONAL STUDY HOURS: 140**

### TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments
- Tests
- Class discussions/ oral presentations
- Self-directed study
- Group and individual projects

### ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, Group and individual assignment, oral presentations, group and individual projects:60%
- Examinations: 40%

## PRESCRIBED BOOKS

Fromkin, V. & Rodman, R. 2010. *Introduction to Language*. Wadsworth Publishing Company.  
O'Grady, W., Archibald, J. Katamba, F. 2011. *Contemporary Linguistics: An introduction*. New York: Longman.  
Randford, A. (1990). *Transformational Grammar: A First Course*. New York: Cambridge University Press.

**MODULE TITLE** : TEXT PRODUCTION AND PROFESSIONAL WRITING  
**MODULE CODE** : LIN 1542  
**CREDIT VALUE** : 14  
**NQF LEVEL** : 5  
**PRE-REQUISITES** : NONE

## MODULE AIM

Good writing and text production skills are fundamentally required in all areas of the mass media. This course is therefore aimed at equipping and helping you develop and alert your writing skill.

The aims of the course are:

- To help the student to appreciate and better understand the nitty-gritty of text of text production.
- To produce well trained writers with a global passion and desire to positively impact the world.
- To enable students to write in a socially responsible and legal manner.
- To creatively develop students writing skill as a specialist and a consultant.

## CORE COMPETENCIES

These aims will be achieved within this course by exposing the student to critical issues in effective writing such as types of writing styles, organisation of paragraph, and other units of writing such as words, phrases, clauses, spelling etc. This course is critically designed for students who need to learn basic principles and skills required for writing and text production.

## LEARNING OUTCOMES

After the completion of this course students should be able to:

- Know the importance of word choice in effective writing and text production.
- Know and apply the qualities of good writing in text production
- Know the basic writing units such as phrases, clauses etc.
- Know how to write effective paragraph
- Know how to be a professional writer.
- Know how to write legally and responsibility
- Know how to develop creative writing skill
- Understand how to go beyond dead pan writing to giving facts substance
- Know how to write and operate as a foreign correspondent to a medium.

## MODULE CONTENT

- Understanding the writing process.
- Feature writing.
- Writing the editorial.
- Simple story structure, rewrites, advances, follows up.
- Professional writing: skill and practices.
- Book and newspaper reviewing.
- Law and ethics of professional writing.
- The principles of consistency.

**NOTIONAL STUDY HOURS: 140**

## TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted;
- Assignments;
- Tests;
- Class discussions/ oral presentations;
- Self-directed study;
- Group and individual projects.

## ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, Group and individual assignment, Oral presentations, Group and individual projects:60%
- Examinations: 40%

## TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments
- Tests
- Class discussions/ oral presentations
- Self-directed study
- Group and individual projects

## PRESCRIBED BOOKS

Barhtin, M.M. (1986). *Speech Genres and Other Late Essays*. Austin: University of Texas Press.

Bhatia, V.K. (2004). *Words of Written Discourse. A Genre-Based Vview*. London: Continuum.

Swales, J.M., & Feak, C.B. (1994). *Academic Writing for Graduate Students*. Ann Arbor: University of Michigan Press.

**MODULE TITLE** : INTRODUCTION TO SIGN LANGUAGE  
**MODULE CODE** : LIN 1543  
**CREDIT VALUE** : 14  
**NOF LEVEL** : 5  
**PRE-REQUISITES** : NONE

## MODULE AIM

To equip students with knowledge and information which will enable them to communicate and understand deaf and hard of hearing people through the use of sign language.

## CORE COMPETENCIES

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

## LEARNING OUTCOMES

- Discuss the notions of deaf, deafness, deaf culture and deaf community;
- Differentiate between "sign language" and 'spoken' languages;
- Compile the characteristics of sign language structure;
- Demonstrate knowledge of finger-spelling, signing environment;
- Analyse signing system and interpret signer's communicative meanings;
- Give responses to topical issues.

## MODULE CONTENT

- Definition and description and structure.
- The four elements: deafness, deaf community, deaf culture learning sign language and history of sign language.
- The value and use of Sign Language to the deaf and Fingerspelling.
- The signing environment and Non – manual elements / features.
- Family nouns- people.
- Pronouns.
- Frequently used verbs.
- Body, health and Sickness.
- Food and eating.
- Timelines and tenses.

- The negatives.
- Socialisation in the Deaf community.

#### **NOTIONAL STUDY HOURS: 140**

#### **TEACHING AND LEARNING METHODS**

- Lectures and seminars on each aspect of the module will be conducted.
- Assignments in the form of knowledge acquisition conceptualization.
- Tests.
- Class discussions / oral presentations and practicals.
- Self-directed study.
- Group and individual projects

#### **ASSESSMENT METHODS AND WEIGHTING**

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

#### **PRESCRIBED BOOKS**

Brown, M & Lynn, C. 1997. *Sign Language Made Simple*. New York: Broadway Books.  
Department of Education and Training. *Talking to the Deaf*. Sizwile School Printing.

#### **FIRST YEAR LEVEL SEMESTER 2**

**MODULE TITLE : THE STRUCTURE OF WORDS, PHRASES AND SENTENCES**  
**MODULE CODE : LIN 1641**  
**CREDIT VALUE : 14**  
**NQF LEVEL : 5**  
**PRE-REQUISITES : NONE**

#### **MODULE AIM**

To introduce students to the understanding of how lexical items function in isolation and in phrases and sentences to enable them to apply their use in different texts and contexts with confidence.

#### **CORE COMPETENCIES**

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

#### **LEARNING OUTCOMES**

- Demonstrate knowledge of phonology as function of patterning of sounds;
- Compile and describe segmental structure in words;
- Analyse morphological structures according to their formation rules;
- Identify everyday communicative word formations in texts;
- Differentiate between sentence structures analysing syntactic categories;
- Demonstrate knowledge of syntactic structures for verb categorisations;
- Give responses to grammaticality and meaning in sentence structures.

#### **MODULE CONTENT**

1. Phonology
  - Segments contrasts
  - Variations
  - Syllables

- Derivations
- 2. Morphology
  - Words and word structure
  - Derivation
  - Compounding
  - Inflections
- 3. Syntax
  - Universal grammar
  - Categories and structure
  - Complement options

**NOTIONAL STUDY HOURS: 140**

**TEACHING AND LEARNING METHODS**

- Lectures and seminars on each aspect of the module will be conducted.
- Assignments.
- Tests.
- Class discussions / oral presentations.
- Self-directed study.
- Group and individual projects.

**ASSESSMENT METHODS AND WEIGHTING**

Students will be assessed on the following:

- Written test, Group and individual assignment, Oral presentations, Group and individual projects: 60%
- Examinations: 40%

**PRESCRIBED BOOKS**

Fromkin, V. & Rodman, R. 2010. *Introduction to Language*. Wadsworth Publishing Company.  
 O’Grady, W., Archibald, J. Katamba, F. 2011. *Contemporary Linguistics: An introduction*. New York: Longman  
 Radford, A. 1990. *Transformational Grammar: A First Course*. New York: Cambridge University Press.

**SECOND YEAR LEVEL SEMESTER 1**

**MODULE TITLE** : **PHONOLOGY AND SYNTAX**  
**MODULE CODE** : **LIN 2541**  
**CREDIT VALUE** : **14**  
**NQF LEVEL** : **6**  
**PRE-REQUISITES** : **NONE**

**MODULE AIM**

To equip students with knowledge and information which will enable them to communicate and understand phonology and syntax in linguistics environment.

**CORE COMPETENCIES**

To familiarize students with the phonetic and phonological levels of linguistic description, covering the analysis, articulation and classification of speech sounds and prosodic patterns (phonetics), and their systematic use in spoken language (phonology).

**LEARNING OUTCOMES**

By the end of this course, students will be able to demonstrate knowledge and understanding of:

- The principles underlying the classification and description of speech sounds and prosodic patterns.
- The basic sound systems and structure of English, including awareness of regional and social variation.
- the difference between phonetic and phonological descriptions of both child and adult data, with emphasis on patterns of contrast and sequencing, and the skills involved in data analysis.

## MODULE CONTENT

- Definition and description of phonology
- Segments in contrast
- Language specific contrast.
- Complementary description.
- Phonemes and allomorphs.
- Class and generalization of phonology.
- Phonetic and phonemic variations – inventories.
- Syntactic categories.

NOTIONAL STUDY HOURS: 140

## TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

## ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

## PRESCRIBED BOOKS

Bresnan, J. (2000). Optimal syntax. In Dekkers, J., van der Leeuw, F., van de Weijer, J. (Eds.). *Optimality Theory: Phonology, Syntax and Acquisition*. Oxford University Press, Oxford.

Chomsky, N. (1955). *The Logical Structure of Linguistic Theory*. Plenum Press: New York.

Clark, J and Yallop, C. (1995). *An Introduction to Phonetics and Phonology*. 2nd edition. Cambridge, Mass: Blackwell.

Collins, B. and Mees, I. (2003) *Practical Phonetics and Phonology: A Resource Book for Students*. London & NY: Routledge.

MODULE TITLE : TEXT PRODUCTION 2 – PROFESSIONAL WRITING  
MODULE CODE : LIN 2542  
CREDIT VALUE : 14  
NQF LEVEL : 6  
PREREQUISITES : NONE

## MODULE AIMS

- To equipping and helping you develop and alert your writing skill.
- To help the student to appreciate and better understand the nitty-gritty of text of text production.
- To produce well trained writers with a global passion and desire to positively impact the world.
- To enable students to write in a socially responsible and legal manner.
- To creatively develop students writing skill as a specialist and research on text production.

## CORE COMPETENCIES

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

## LEARNING OUTCOMES

After the completion of this course students should be able to:

- Know the importance of word choice in effective writing and text production;
- Know and apply the qualities of good writing in text production;

- Know the basic writing units such as phrases, clauses etc.
- Know how to write effective paragraph;
- Know how to be a professional writer;
- Know how to write legally and responsibly;
- Know how to develop creative writing skill;
- Understand how to go beyond dead pan writing to giving facts substance;
- Know how to write and operate as a foreign correspondent to a medium.

#### MODULE CONTENT

- The problem of relative autonomy.
- Three strategies for research on text production.
- The linearity of text production.
- Spatiality.
- The context of communication.
- Literacy critique of a crisis.
- Evaluation and grading.
- Text production.
- Revising and editing.
- Designing a model.
- Professional writing as an academic discipline.

#### NOTIONAL STUDY HOURS: 140

#### TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted.
- Assignments in the form of knowledge acquisition conceptualization.
- Tests.
- Class discussions/ oral presentations and practicals.
- Self-directed study.
- Group and individual projects.

#### ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

#### PRESCRIBED BOOKS

Bakhini, M. M. (1986). *Speech Genres and Other Late Essays*. Austin. University of Texas Press.

Bhatin, V. K. (2004). *Words of Discourse: A Genre-Based View*. London: Continuum.

Swates, J. M. & Peak, C.B. (1994). *Academic Writing for Graduate Students*. Ann Arbor: University of Michigan Press.

**MODULE TITLE** : **SIGN LANGUAGE STRUCTURE**  
**MODULE CODE** : **LIN 2543**  
**CREDIT VALUE** : **14**  
**NQF LEVEL** : **6**  
**PRE-REQUISITES** : **NONE**

#### MODULE AIM

To provide students with knowledge of Sign Language structure so that they apply in self-expression and alleviating communication problems by bridging the gap between the Deaf and the Hearing.

#### CORE COMPETENCIES

- Communication skills;
- Research skills;
- Analytical skills;
- Interpretative skills;
- Critical thinking;

- Problem identification and solving.

#### LEARNING OUTCOMES

- Demonstrate knowledge of communication, Sign Language, and Deafness
- Perform everyday communicative tasks using Sign Language;
- Differentiate between grammatical features;
- Compile dialogues on various topics in Sign Language;
- Demonstrate knowledge of syntactic structures;
- Analyse signing system and interpret signer's communicative meanings
- Give responses to topical issues and information sharing.

#### MODULE CONTENT

- Definition and description of the terms: communication, Deafness, deaf culture and Signs in Sign Language.
- The importance and types of Sign Languages signing communities, Hand configurations and Personal pronouns and basic vocabulary.
- Possessives Sentence structures: With identifying nouns, using two third persons, Agent suffix.
- Verbs structures: With nouns, Adjectives and nouns, Descriptive adjectives, Basic vocabulary.
- Negatives structures: General negatives, Yes/No questions, Yes/no responses, Negative questions.
- Tense structures: Present and past tense, Using finish, Future tense, Tense context.
- Directional verbs and non-directional verbs, Imperatives, Questions, SELF Pronoun, Topicalisation, Dialogue.

#### NOTIONAL STUDY HOURS: 140

#### TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition descriptions
- Tests
- Class discussions/ oral presentations/ practicals
- Self-directed study
- Group and individual projects

#### ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, group and individual projects, practicals: 60%
- Examinations: 40%

#### READING LIST

Brown, M & Lynn, C. 1997. *Sign Language Made Simple*. New York: Broadway Books.  
 Department of Education and Training. *Talking to the Deaf*. Sizwile School Printing.  
 Humphries, T., Padden, C. & O' Rourke. 1983. *A Basic Course in American Sign Language*. Silver Spring: T.J Publishers.  
 Penn, C.1992. *Dictionary of Southern African Signs for Communicating with the Deaf*. Johannesburg: Human Sciences Research Council.

#### SECONG YEAR LEVEL SEMESTER 2

MODULE TITLE : PSYCHOLINGUISTICS AND SOCIOLINGUISTICS  
 MODULE CODE : LIN 2641  
 CREDIT VALUE : 14  
 NQF LEVEL : 6  
 PRE-REQUISITES : NONE

#### MODULE AIMS

- This course serves as an introduction to psycholinguistics and sociolinguistics.
- It will equip students with knowledge and information of psycholinguistics and sociolinguistics.

#### CORE COMPETENCIES

- Communication skills

- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

#### LEARNING OUTCOMES

- Explain the major theories and key concepts regarding the cognitive and psychological nature of language learning and usage.
- Demonstrate knowledge about some classical psycholinguistic experiments.
- Understand empirical studies of psycholinguistics sociolinguistics, and to present these studies orally and professionally (similar to those in academic conferences)
- Synthesize results and findings of psycholinguistic studies within certain themes.

#### MODULE CONTENT

- Nations and languages: The role of language in nationalism and nationalism, and Multilingualism and a problem and resource.
- Bilingualism: Bilingualism pattern and language attitudes.
- Diglossia: Fishman's and Ferguson's concepts of diglossia.
- Comparison between Fishman's and Ferguson's concepts of diglossia
- Language choice.
- Language shift and maintenance: Shift and choice and causes of maintenance and shift.
- Language Planning: Kinds of choices.
- Language Planning: Language determination, and
- Language development
- Language policy
- Language-in-Education Policy

#### NOTIONAL STUDY HOURS: 140

#### TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

#### ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

#### PRESCRIBED BOOKS

Carroll, D. W. (2008). *Psychology of Language*. (5th Edition). Thomson Wadsworth Publishing.  
 Fasold, R. (1999). *The Sociolinguistics of Society*. Introduction to Sociolinguistics. Oxford. Blackwell Publishers Ltd.

**MODULE TITLE** : **INTRODUCTION TO INSTRUMENTAL PHONETICS**  
**MODULE CODE** : **LIN 2642**  
**CREDIT VALUE** : **14**  
**NQF LEVEL** : **6**  
**PREREQUISITES** : **NONE**

#### MODULE AIM

To equip students with knowledge and information of instrumental phonetics and speech chain.

## CORE COMPETENCIES

- Communication skills;
- Research skills;
- Analytical skills;
- Interpretative skills;
- Critical thinking;
- Problem identification and solving.

## LEARNING OUTCOMES

After completing the study of the discipline 'Instrumental Phonetics' students should:

- understand the principles of articulation and acoustic phonetics;
- be able to read and critically assess current phonetic literature;
- be able to make empirical observations and theoretical generalizations;
- to apply their knowledge of the essentials of Instrumental Phonetics to various research problems in both Phonetics and Phonology.

## MODUE CONTENT

- Definition and description of instrumental phonetics.
- Kinds of phonetics.
- Instrumentation and the Speech Chain.
- The Word of Phonetician.
- Demystification.
- Acoustic Instrumentation.
- Loudspeakers and Headphones.
- The Sound Spectrograph.

## NOTIONAL STUDY HOURS: 140

## TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

## ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

## PRESCRIBED BOOKS

Ashby, M., J. Maidment (2005). *Introducing Phonetic Science*. London: Cambridge University Press.  
Bickford, A. C., R. Floyd (2006). *Articulatory Phonetics: Tools for Analysing the World's Languages*. SIL International.  
Painter, C. (1979). *An Introduction to Instrumental Phonetics*. Baltimore: University Park Press.

**MODULE TITLE** : **LANGUAGE AND THE BRAIN**  
**MODULE CODE** : **LIN 2643**  
**CREDIT VALUE** : **14**  
**NQF LEVEL** : **6**  
**PRE-REQUISITES** : **NONE**

## MODULE AIMS

- To introduce the student to the current theories related to the cognitive processes involved in language comprehension and production.

- To introduce students to the basic anatomy involved in these processes, and through the examination of the current theories related to linguistic and semantic processing, come to a deeper understanding of language and trope as an artistic medium.

#### **CORE COMPETENCIES**

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

#### **LEARNING OUTCOMES**

- Demonstrate a broad understanding of the models and theories related to linguistic and semantic processes,
- Demonstrate a broad understanding of the processes and pathways involved in the comprehension and production of language and meaning and cognition more generally;
- Understand and evaluate how these processes may relate to the use of language as an art form,
- Research independently and grasp the practical demands and disciplines involved in research which is being geared toward dissemination to a wider audience.

#### **MODULE CONTENT**

- Definition and description of language and the brain.
- Neurolinguistics.
- Human brain: cerebral cortex, cerebral hemisphere, and lobes of the cortex.
- Investigating the brain: autopsy studies, images of the living brain, learning from hemispheric connections and disconnections, and split brain studies.
- Aphasia: non-fluent aphasia, and fluent aphasia.
- Acquired dyslexia and dysgraphia: Reading and writing disturbances in aphasia, acquiring dyslexia as the dominant language deficit.
- Linguistic theory and aphasia: Features, rules and underlying forms, agrammatism.
- Linguistic theory and aphasia: The loss of syntactic competence, language in the brain
- Localisation of language process: language acquisition, priming, stimulating and subject task.
- Grammaticality judgment: Acceptability judgment and truth value judgments.

#### **NOTIONAL STUDY HOURS: 140**

#### **TEACHING AND LEARNING METHODS**

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

#### **ASSESSMENT METHODS AND WEIGHTING**

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

#### **PRESCRIBED BOOKS**

Brown, M & Lynn, C. 1997. *Sign Language Made Simple*. New York: Broadway Books.

Department of Education and Training. *Talking to the Deaf*, Sizwile School Printing.

CartairismacCarthy, A. Obler, L.K. & Gjerlow, K. (2000). *Language and Brain*. University of Canterbury: The Graduate Center

### THIRD YEAR LEVEL SEMESTER 1

**MODULE TITLE** : TOPICS IN APPLIED LINGUISTICS  
**MODULE CODE** : LIN 3541  
**CREDIT VALUE** : 14  
**NOF LEVEL** : 7  
**PRE-REQUISITES** : NONE

#### MODULE AIMS

- To equip students with knowledge and information in applied linguistics, language and culture issues.
- Student will also learn will learn Language-in-Educational Policies and Rights, health, environment, language and media, discourse analysis of educational material, educational literacy, and language and technology.

#### CORE COMPETENCIES

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

#### LEARNING OUTCOMES

By the end of the course, students should be able to:

- Identify key theoretical concepts and issues across a range of applied linguistics, and language and culture topics.
- Critically evaluate some of the methodological issues within applied linguistics, and language and culture.
- Reflect on and discuss learning as it relates to the subject matter of the course.
- Think about, write and present a well-structured research project based on an applied linguistics or languages and culture topic.

#### MODULE CONTENT

- Language-in-Educational Policies and Rights.
- Health: Communication of illness.
- Diseases and diagnosis.
- Environment: Linguistic applications to naming.
- Functions and preservation of nature.
- Language and media: discourse analysis of educational material.
- Educational literacy.
- Language and technology.
- Featuring of African languages in technological communication.

**NOTIONAL STUDY HOURS: 140**

#### TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

#### ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

## PRESCRIBED BOOKS

Brown, M & Lynn, C. 1997. *Sign Language Made Simple*. New York: Broadway Books.  
Department of Education and Training. *Talking to the Deaf*. Sizwile School Printing.

**MODULE TITLE** : TOPICS IN NON-LINEAR PHONOLOGY  
**MODULE CODE** : LIN 3542  
**CREDIT VALUE** : 14  
**NQF LEVEL** : 7  
**PRE-REQUISITES** : NONE

## MODULE AIMS

- To build on the knowledge of linguistic theory acquired in earlier courses.
- To explore the theoretical foundations of one or more dominant schools of thought in the study of language, with reference to their methodological assumptions and achievements as manifested in investigations of the core areas of phonetics, phonology, morphology, syntax and semantics.
- To address issues in Issues in modern linguistic theories.

## CORE COMPETENCIES

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

## LEARNING OUTCOMES

- Increase the students' autonomy in the core areas of this course.
- Ability to develop advanced phonological analysis of linguistic data, in accordance with the goals and contents of this course.
- Ability to communicate, orally and through written essays, with a high level of academic proficiency, the students' own results of study and research

## MODULE CONTENT

- Introduction to Non-Linear Phonology
- Basic concepts, places of articulation and manners of articulation
- Introduction to basic concepts
- Incomplete assimilation and regressive assimilation
- Progressive assimilation and Absolute assimilation
- Phonological process
- Vocalisation
- Veralisation
- Nasalisation
- Palatasation
- Occlusivation
- Prefixal and suffixal morphemes
- Hierarchical nature of relationships among phonological units
- Clinical application of theory for assessment and interventions

**NOTIONAL STUDY HOURS: 140**

## TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

## ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

## PRESCRIBED BOOKS

- Baltin, M & C. Collins. (2001). *The Handbook of Contemporary Syntactic Theory*. Malden, Mass: Blackwell.
- Bernhardt, B. H. & Sternberger, J. P. (1997). *The Handbook of Phonological Development: from the Perspective of Constraint - Based Non-linear Phonology*. Academic Press.
- Bernhardt, B. (1994). Nonlinear Phonology. In *Journal of Speech language and Heritage Research*. University of Washington.
- McCarthy, J. J. (1982). Nonlinear Phonology: An Overview. University of Massachusetts: Linguistics Department Faculty Publications Series.

**MODULE TITLE** : **SIGN LANGUAGE, PSYCHOLINGUISTICS AND SOCIOLINGUISTICS**  
**MODULE CODE** : **LIN 3543**  
**CREDIT VALUE** : **14**  
**NQF LEVEL** : **7**  
**PRE-REQUISITES** : **NONE**

## MODULE AIM

To equip students with knowledge and information which will enable them to communicate and understand deaf and hard of hearing people through the use of sign language.

## CORE COMPETENCIES

- Communication skills
- Research skills
- Analytical skills of sociolinguistics and sign language
- Interpretative skills of psycholinguistics
- Critical thinking
- Problem identification and solving

## LEARNING OUTCOMES

- Analyse signing system and interpret signer's communicative meanings.
- Compile the characteristics of sign language structure.
- Demonstrate knowledge of finger-spelling, signing environment.
- Differentiate between "sign language" and 'spoken' languages.
- Discuss the notions of deaf, deafness, deaf culture and deaf community.
- Give responses to topical issues.

## MODULE CONTENT

- Psycholinguistics.
- The biological foundations of Language Acquisition.
- The innateness hypothesis.
- Developmental psycholinguistics – neurocognition -metacognitive knowledge.
- The brain as a source of sign language learning- SL processing.
- Stages in Sign Language learning and development, Early manual communication- "critical period hypothesis".
- The Sociology of knowledge of deafness.
- Knowledge of the Deaf – Medical- pathological, Political, Social/Cultural, Communication- Sign Language, Dialects, Sociolinguistic usage- contacts.
- Access: Sign communication and service delivery, Bilingualism and second language learning, Bilingualism and Biculturalism, Integration – the Deaf versus the Hearing community.

**NOTIONAL STUDY HOURS: 14**

## TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

#### **ASSESSMENT METHODS AND WEIGHTING**

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

#### **PRESCRIBED BOOK**

Baker, C. (1996). *Foundations of Bilingual Education and Bilingualism*. 2ndEd. Philadelphia: Multilingual Matters Ltd.

#### **THIRD YEAR LEVEL SEMESTER 2**

**MODULE TITLE : LOGICAL SEMANTICS AND PRAGMATICS**  
**MODULE CODE : LIN 3641**  
**CREDIT VALUE : 14**  
**NQF LEVEL : 7**  
**PRE-REQUISITES : NONE**

#### **MODULE AIM**

To explore the distinction and relation between linguistic semantics and the pragmatics of interpersonal communication and to compare current theories and issues arising in this connection.

#### **CORE COMPETENCIES**

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

#### **LEARNING OUTCOMES**

- Deploy basic propositional calculus in proof and reasoning and apply those systems in the semantic analysis of natural language data;
- Appreciate and possibly solve analytical problems in the light of differing; theoretical assumptions; and
- Evaluate current theories of the semantics-pragmatics interface;

#### **MODULE CONTENT**

- Definition and description
- The nature of meaning.
- Semantic relations in words.
- Phrase and sentences.
- Lexicalization of concepts, and grammatical concepts.
- Syntax sentence interpretation.
- Constructional meaning.
- Structural ambiguity.
- Thematic roles and interpretation of pronouns.
- Pragmatics.
- Roles of beliefs and attitudes.
- Setting and discourses.
- Conversational maxims.
- Politeness theory and principles and the relevance theory.

**NOTIONAL STUDY HOURS: 140**

#### **TEACHING AND LEARNING METHODS**

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualization
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

#### **ASSESSMENT METHODS AND WEIGHTING**

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

#### **PRESCRIBED BOOKS**

O'Grady, Archibald, and Katamba. (2011). *Contemporary Linguistics. An Introduction*. London: Pearson Education Limited.  
Radford. A (1981). *Transformational Syntax (Cambridge Textbooks in Linguistics)*: Cambridge University Press.  
Radford. A. (2004). *English Syntax: An Introduction*: Cambridge University Press.

**MODULE TITLE : TRANSFORMATIONAL SYNTAX**  
**MODULE CODE : LIN 3642**  
**CREDIT VALUE : 14**  
**NQF LEVEL : 7**  
**PRE-REQUISITES : NONE**

#### **MODULE AIMS**

- To build on the knowledge of linguistic theory acquired in earlier courses.
- To explore the theoretical foundations of one or more dominant schools of thought in the study of language, with reference to their methodological assumptions and achievements as manifested in investigations of the core areas of phonetics, phonology, morphology, syntax and semantics.
- To address Issues in modern linguistic theories.

#### **LEARNING OUTCOMES**

At the end of the course students will be able to:

- Identify the historical developments in syntactic theory.
- Describe the principles of the transformational generative theory and the government and binding theory.
- Apply this knowledge to analyse the syntactic patterns of the native language.
- Describe or compare different syntactic structures of the first language.
- Read, comprehend and evaluate selected readings from the contemporary Syntactic theory.

#### **MODULE CONTENT**

- Transformational grammar
- Categories and Structure
- Syntactic categories
- Meaning and Distribution.
- Phrase Structure:
- The X' schema, Heads, and Specifiers
- Complements and the merge operation.
- Complement clauses
- Matrix clause and Complement clause, Embedding.
- Movement theory: A landing site, Wh- movement and Inversion.
- Deep structure + surface structure: Derivation, Insertion.
- Additional structures: Coordination, Modifiers and Passives
- The Sentence Structure
- Phrasal structures
- Sentential structures
- Transformations, and Recursion.

**NOTIONAL STUDY HOURS: 140**

#### **TEACHING AND LEARNING METHODS**

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

#### **ASSESSMENT METHODS AND WEIGHTING**

Students will be assessed on the following:

- Written test, Group and individual assignment, Oral presentations, practicals, Group and individual projects: 60%
- Examinations: 40%

#### **PRESCRIBED BOOKS**

O'Grady, Archibald, and Katamba. (2011). *Contemporary Linguistics. An Introduction*. London: Pearson Education Limited.  
Radford. A (1981). *Transformational Syntax* (Cambridge Textbooks in Linguistics): Cambridge University Press.  
Radford. A. (2004). *English Syntax: An introduction*: Cambridge University Press

**MODULE TITLE** : INTRODUCTION TO COMPUTATIONAL LINGUISTICS  
**MODULE CODE** : LIN 3643  
**CREDIT VALUE** : 14  
**NOF LEVEL** : 7  
**PRE-REQUISITES** : NONE

#### **MODULE AIM**

- To equip students with knowledge and advanced information about: Introduction to Computational Linguistics and will develop his/her analytical skills.

#### **LEARNING OUTCOMES**

- Learning of the basic principles and problems in computational Linguistics.
- Familiarizing with basic concepts and strategies of algorithmic problem solving.
- Learning of basic data structures in programming with python.
- Connection between theory and praxis by modelling and implementing grammatical phenomena through programming.
- Capability of implementing small scale computational projects of natural language processing.

#### **MODULE CONTENT**

- Introduction to computational Linguistics.
- Computational phonetics and phonology.
- Computational morphology.
- Computational syntax.
- Computational lexicology.
- Computational semantics.
- Practical application of computational Linguistics.
- Properties, prepositions and semantic theory.
- Algorithms for semantic interpretation.
- Situation schemata and linguistic representation.
- Application-orientated computational semantics.
- Form and content in semantics.
- Relationship between computational linguistics and formal semantics.

**NOTIONAL STUDY HOURS: 140**

### **TEACHING AND LEARNING METHODS**

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

### **ASSESSMENT METHODS AND WEIGHTING**

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

### **PRESCRIBED BOOK**

Rosner, M. & Johnson, R. (1992). *Computational Linguistics and Formal Semantics*. Great Britain: Cambridge University Press.

**SECTION B**

**BACHELOR OF ARTS HONOURS IN LINGUISTICS (BAHLIN)**

**POSTGRADUATE MODULES**

## SEMESTER 1

MODULE TITLE : RESEARCH METHODOLOGY (CORE)  
MODULE CODE : LIN 5541  
CREDIT VALUE : 25  
NQF LEVEL : 8  
PRE-REQUISITES : BA (LINGUISTICS) OR EQUIVALENT

### MODULE AIMS

- To introduce students to research methods in linguistics, with special emphasis on corpus linguistics.
- To introduce students on the formulation of research questions and the formal requirements of a mini-dissertation and research methodology.

### CORE COMPETENCIES

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

### LEARNING OUTCOMES

After completing this course you will have:

- formulated your own research questions;
- learned how to write up a piece of research;
- gained insight into research methods within linguistics;
- acquired practical experience in the use of corpora;
- reviewed ways of working with electronic text corpora in different types of language studies;
- learned how to use computer tools for analysing corpora and handling corpus data.

### MODULE CONTENT

- Meaning of research
- Objectives of research
- Types of research
- Research approaches
- Testing hypothesis
- Introduction to research methodology
- Significance of the study
- Research methods versus methodology
- Research and Scientific method
- Research process
- What is a research problem
- Selection of the problem
- Technique involved in defining a problem
- Necessity of defining a research problem

NOTIONAL STUDY HOURS: 250

### TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

## ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

## PRESCRIBED BOOKS

Babbie, E. (2004). *The Practice of Social Research*. London: Wadsworth Cengage Learning.

de Vos, A. S., Strydom, H., Fouche, C. B. & Delpont, C.S. L. (2014). *Research at Grassroots: For the Social Sciences and Service Professions*. Pretoria: Van Schaik Publishers.

Dorney, Z. (2014). *Research Methods in Applied Linguistics*. Oxford: Oxford University.

Kothari, C.R. (2014). *Research Methodology: Methods and Techniques*. Mumbai: New Age International Limited Publishers.

MODULE TITLE	:	PHONOLOGICAL THEORY (ELECTIVE)
MODULE CODE	:	LIN 5542
CREDIT VALUE	:	20
NOF LEVEL	:	8
PRE-REQUISITES	:	BA (LINGUISTICS) OR EQUIVALENT

## MODULE AIMS

- Advance students' knowledge of phonology by presenting the development of phonological theory and its motivations.
- Provide students with an in-depth understanding of further areas in theoretical phonology.
- Provide an opportunity to critically analyse theoretical approaches to phonological data.
- Allow students a forum in which to evaluate theoretical approaches.
- Enhance students' critical reading and language analysis skill.

## CORE COMPETENCIES

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

## LEARNING OUTCOMES

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

- develop further critical reading skills;
- understand how theoretical investigations are motivated by data and problems within the theory;
- identify the differences between theoretical approaches and compare and contrast them;
- produce evidence of analytical ability;
- determine how language data informs phonological theory.

## MODULE CONTENT

- Development of phonology.
- The phoneme theory.
- Distinctive features, SPE (Chomsky & Halle 1968).
- Division of phonetics and phonology.
- Integrated phonology.
- Laboratory phonology.
- Phonemes and allophones.
- Syllables, stress, intonational and tonal phonology.
- Prosody (metrical phonology).
- Phonological acquisition and cognition.
- Language impairment, generative grammar, syntax, phonetic form and semantic form.
- Generative Phonology.
- Three stages of generative phonology, linear theories, natural Generative Phonology.
- Natural Phonology, non-linear theories, lexical Phonology, and dependency Phonology.
- Government phonology Constraint-Based theory, and Optimality Theory (OT).

**NOTIONAL STUDY HOURS: 200**

**TEACHING AND LEARNING METHODS**

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

**ASSESSMENT METHODS AND WEIGHTING**

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

**PRESCRIBED BOOK**

Prince, A. & Smolensky, P. (2004). *Optimality Theory: Constraint Interaction in Generative Grammar*. Rutgers University. Blackwell.

**MODULE TITLE** : **MORPHOLOGICAL THEORY (ELECTIVE)**  
**MODULE CODE** : **LIN 5543**  
**CREDIT VALUE** : **20**  
**NQF LEVEL** : **8**  
**PRE-REQUISITES** : **BA (LINGUISTICS) OR EQUIVALENT**

**MODULE AIM**

To use the meta-language enabling them to identify and define the main morphological phenomena and formation processes of English words.

**CORE COMPETENCIES**

- Communication skills;
- Research skills;
- Analytical skills;
- Interpretative skills;
- Critical thinking;
- Problem identification and solving.

**LEARNING OUTCOMES**

At the end of the course students will be able:

- To explain the basic notions of Morphology.
- To analyse the morphemes of a language as based on a given set of data.
- To describe the structure of 'word' and word formation.
- To explain the morphological structure of a language according to the principles of structural theory of morphology.
- to identify the relationship between the morphological subsystem and the other sub-systems of a language

**MODULE CONTENT**

- Word structure and derivation.
- Morphemes.
- Analyses of word structure.
- Affixation.
- Compounding and inflection: types, category changes, and reduplication.
- Morphological processes.
- Conversion, clipping, blending and back formation.
- Acronyms and anomatopoeva across language.
- Morphophonemics.

**NOTIONAL STUDY HOURS: 200**

**TEACHING AND LEARNING METHODS**

- Lectures and seminars on each aspect of the module will be conducted.
- Assignments in the form of knowledge acquisition conceptualization.
- Tests.
- Class discussions / oral presentations and practicals.
- Self-directed study.
- Group and individual projects.

**ASSESSMENT METHODS AND WEIGHTING**

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

**PRESCRIBED BOOKS**

Callahan J. (2011) *It's Not Impossible: Bringing Derived Words Out of the Shadows in an Electronic Dictionary*.  
O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary Linguistics: An Introduction*. London. Pearson Longman

**TITLE** : **HISTORICAL AND COMPARATIVE LINGUISTICS (ELECTIVES)**  
**CODE** : **LIN 5544**  
**CREDIT VALUE** : **20**  
**NQF LEVEL** : **8**  
**PRE-REQUISITES** : **BA (LINGUISTICS) OR EQUIVALENT**

**MODULE AIM**

The course aims to give an introduction to language change from a historical perspective and knowledge of the more important theories of language change.

**CORE COMPETENCIES**

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

**LEARNING OUTCOMES**

On completion of the course the student should at least be able to:

- Describe the differences between synchronic and diachronic linguistics at a general level.
- Describe historical linguistics as a field within linguistics and its historical development account for the main types of language change: (in) sound change, (ii) grammatical change, (iii) changes in syntax, (iv) semantic changes discuss the concept of grammaticalisation.
- Describe language-internal versus language-external language changes.
- What is a loan word?
- What can be borrowed?
- Why does language borrow?
- Account for the different linguistic methods of classifying languages: Genetic classification, and typological classification.
- Areal classification reflect on the following concepts critically: the comparative method, internal reconstruction account for different models of language change at a general level:
- The family tree model, the wave model, the dialect model, the generative model discuss the relation between area linguistics and historical linguistics

## MODULE CONTENT

- The nature of language change
- Systemicity of language change
- Causes of language change
- Sound change
- Sequential change
- Segmental change
- Auditorily based change
- Phonetic versus phonological change
- Morphological change
- Addition of affixes
- Loss of affixes
- Syntactic change

NOTIONAL STUDY HOURS: 200

## TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted.
- Assignments in the form of knowledge acquisition conceptualization.
- Tests.
- Class discussions/ oral presentations and practicals.
- Self-directed study.
- Group and individual projects.

## ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual Projects: 60%
- Examinations: 40%

## PRESCRIBED BOOKS

Trask, R.L., 1999. *Key Concepts in Language and Linguistics*. London: Routledge.

Schendl, Herbert. 2001. *Historical Linguistics*. Oxford: Oxford University Press.

O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary Linguistics: An Introduction*. London. Pearson Longman

TITLE : THE LINGUISTICS OF SIGN LANGUAGE (ELECTIVE)  
CODE : LIN 5545  
CREDIT VALUE : 20  
NQF LEVEL : 8  
PRE-REQUISITES : BA (LINGUISTICS) OR EQUIVALENT

## MODULE AIM

To equip students with knowledge and information which will enable them to communicate and understand deaf and hard of hearing people through the use of sign language.

## CORE COMPETENCIES

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

## LEARNING OUTCOMES

- Analyse signing system and interpret signer's communicative meanings;
- Compile the characteristics of sign language structure;
- Demonstrate knowledge of finger-spelling, signing environment;
- Differentiate between "sign language" and 'spoken' languages;

- Discuss the notions of deaf, deafness, deaf culture and deaf community;
- Give responses to topical issues.

#### MODULE CONTENT

- The Nature of Sign Language and Conversational vocabulary.
- Lexical and Grammatical Structures in Sign Language.
- Methods of communication in Deaf Education: oral, signed English, ASL, Simultaneous communication, and cued speech.
- Deaf culture: social norms, values, role of hearing people, etc.
- The Innateness Hypothesis and Early childhood and Deafness: language development, technology and impact on the Deaf community.
- The impact of deafness on the family and in modern society.
- The socialisation and adaptive behaviour of Deaf people.
- A theory of Deaf community development, Societal, educational and religious attitude concerning the Deaf.

NOTIONAL STUDY HOURS: 200

#### TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

#### ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

#### PRESCRIBED BOOKS

Brown, M & Lynn, C. 1997. *Sign Language Made Simple*. New York: Broadway Books.

Department of Education and Training. *Talking to the Deaf*. Sizwile School Printing.

Humphries, T., Padden, C. & O' Rourke. 1983. *A Basic Course in American Sign Language*. Silver Spring: T.J Publishers.

Penn, C.1992. *Dictionary of Southern African Signs for Communicating with the Deaf*. Johannesburg: Human Sciences Research Council.

#### SEMESTER 2

**MODULE NAME** : **MINI DISSERTATION (CORE)**  
**MODULE CODE** : **LIN 5641**  
**CREDIT VALUE** : **30**  
**NQF LEVEL** : **8**  
**PRE-REQUISITE** : **BA (LINGUISTICS) OR EQUIVALENT**

#### MODULE AIM

- To help students develop the ability to conceptualise, design and implement a research project;
- To help students search for relevant information in multiple sources and to interrogate the knowledge obtained from those sources;
- To help students gain the ability to synthesise information gathered from multiple sources;
- To introduce students to theories, research methods and techniques applicable to their chosen area of investigation;
- To equip students with the skill of relating the outcomes of their studies to existing academic literature and also how to locate their contribution within the broader body of knowledge in their chosen area of study; and
- To equip students with advanced research skills and the ability to communicate their ideas coherently and independently both orally and in written form.

## CORE COMPETENCIES

This module sets out to assist students to:

- Report their research to the academic community through scientific papers and presentations, but also to a more general public;
- Apply knowledge and skills that they learned in the research Honours classes, as well as knowledge and skills from independently found sources of knowledge to design, execute and report research independently;
- Become ethically competent researchers;
- Plan, carry out and execute a research project;
- Report and present research to an academic community.

## LEARNING OUTCOMES

At the end of the module, students should be able to:

- Demonstrate ability to conceptualise, design and implement a research project that will contribute to existing knowledge in their chosen area of investigation;
- Demonstrate a critical knowledge of their chosen area of investigation;
- Demonstrate an ability to synthesise information from multiple sources;
- Demonstrate an understanding of the theories, research methods and techniques that are appropriate to an Honours dissertation in Linguistics and/or related fields;
- Demonstrate an ability to relate the outcomes of their studies to existing academic literature and to situate their contribution within the broader body of knowledge in their chosen area of investigation;
- Demonstrate advanced skills in research and the ability to communicate clear, coherent and independent exposition of relevant knowledge and ideas.

## MODULE CONTENT

- Conceptualisation of research, literature review, research questions and theoretical frameworks
- Qualitative and quantitative research methods
- Synthesising and evaluating information from different sources
- Media technologies in research
- Multi-disciplinary and research
- Academic writing skills
- Writing a research proposal

**NOTIONAL STUDY HOURS: 300**

## ASSESSMENT METHODS AND WEIGHTING

Learners will be assessed on the following basis: Mini-dissertation

**MODULE TITLE : TOPICS IN SOCIOLINGUISTICS (CORE)**  
**MODULE CODE : LIN 5642**  
**CREDIT VALUE : 25**  
**NQF LEVEL : 8**  
**PRE-REQUISITES : BA (LINGUISTICS) OR EQUIVALENT**  
**MODULE AIMS**

To familiarize students with:

- the principal concepts of sociolinguistics
- how different varieties and features of language spread, change or disappear
- the key findings of sociolinguistics, examining language variation and the social, linguistic and contextual characteristics which help to shape it
- issues related to language in its social context
- the methodologies of analysing a piece of sociolinguistic data

## LEARNING OUTCOMES

At the end of the course unit students will be able to:

- Apply Sociolinguistic knowledge to identify speech communities and language related problems.
- Identify the interrelationship between language and society
- Develop systematic approaches to studying the differences in how we use language;
- Develop a distinctively linguistic perspective in how we describe and explain what we observe.

## MODULE CONTENT

- Sociolinguistics and the sociology of language,
- Sociolinguistics phenomena, speakers and communities,
- Varieties of language, global and specific statements.
- Linguistic items, varieties of language, and speech communities.
- Language and dialect, standard languages, regional dialects and isoglosses. Social dialects, Language, culture and thought.
- Language, culture and thought, linguistic and cultural relativity, language speech and thought.
- Language and the rest of the culture, language in social contexts.
- Code-switching and borrowing.
- Contact languages, mixed languages.
- Lingua Francas, Pidgins, and Creoles, distinction within a community, class, ethnicity, and gender.
- Social interaction and language, ethnography of communication, solidarity and power.
- How societies deal with language, language attitudes, language choice, language
- Maintenance and Shift, language planning and standardization, Bilingualism, Language and power, Language and planning.
- The non-use of African languages in education in Africa

NOTIONAL STUDY HOURS: 250

## TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted.
- Assignments in the form of knowledge acquisition conceptualization.
- Tests.
- Class discussions/ oral presentations and practicals.
- Self-directed study.
- Group and individual projects.

## ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

## PRESCRIBED BOOKS

Dirven, R. (editor). (2006). *Living Through Languages: An African Tribute to Rene Dirven*. Stellenbosch. Sun Press.  
Fasold, R. (1993). *The Sociolinguistics of Society*. Oxford: Blackwell Publishers.  
Hudson, R. A. (1980). *Sociolinguistics*. Oxford: Cambridge University Press.  
O'Grady, W., Archibald, J. and Katamba, F. (2011). *Contemporary Linguistics: An Introduction*. London: Pearson Longman.

MODULE TITLE	:	SYNTACTIC THEORY (ELECTIVE)
MODULE CODE	:	LIN 5642
SEMESTER	:	2
CREDIT VALUE	:	20
NQF LEVEL	:	8
PRE-REQUISITES	:	BA (LINGUISTCS) OR EQUIVALENT

## MODULE AIMS

- Students will develop an advanced understanding of the morphosyntactic structures of human languages, and of the concepts and goals of syntactic analysis to make sense of such structures.
- Students will gain practical experience in solving syntactic problems, considering data from different languages.

## LEARNING OUTCOMES

Upon successful completion of this course, students will have the knowledge and skills to:

- Demonstrate an understanding of the morphosyntactic structures of human languages through applying linguistic theories to solve problems encountered in linguistic data from a range of languages
- Understand how people use morphosyntactic systems in languages to communicate
- Use basic tools of modern approaches to morphosyntax to analyse certain grammatical structures of English and a range of other languages.

- Carry out research applying relevant theoretical approaches to the analysis of morphosyntactic structures of a language or languages.
- Undertake guided research on a given topic for a project, and then present and justify the analysis.

#### MODULE CONTENT

- Introduction to syntactic theories
- The conceptions of Grammar
- Remarks on the history of the study of grammar
- Why do we study syntax
- Simplistic syntactic theories.
- Context-Free phrase structure grammar
- Applying context-free grammar
- Tree revisited, work-section on phrase structure grammar
- Sub-categorizations, transitivity and agreement
- Analysing Features of grammatical categories
- Feature structure
- The linguistic application of feature structures
- The Head Feature Principle, Tress and Phrase structure

#### NATIONAL STUDY HOURS: 200

#### TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

#### ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

#### PRESCRIBED BOOK

Sag, I, A & Wasow, T. (2001). *Syntactic Theory: A Formal Introduction*. U.S. CSI Publications.

TITLE : TOPICS IN PSYCHOLINGUISTICS (ELECTIVE)  
 CODE : LIN 5644  
 CREDIT VALUE : 20  
 NOF LEVEL : 8  
 PRE-REQUISITES : BA (LINGUISTICS) OR EQUIVALENT

#### MODULE AIMS

- Psycholinguistics is the scientific study of language from a psychological point of view.
- This course serves as an introduction to psycholinguistics and it will examine key issues concerning how language is acquired, represented and processed in the brain (with particular focus on acquisition and learning of a second language).
- Major psychological mechanisms/processes involved in language comprehension and language production will be covered and contemporary research on first and second language acquisition will be discussed.

#### CORE COMPETENCIES

- Communication skills;
- Research skills;
- Analytical skills;
- Interpretative skills;
- Critical thinking;
- Problem identification and solving.

## LEARNING OUTCOMES

- Discuss the major theories of psycholinguistics;
- Demonstrate knowledge of psycholinguistics at advance level.
- Compile the characteristics of sign language structure;
- Synthesize psycholinguistics research.

## MODULE CONTENT

- Language acquisition.
- Theories and language development.
- Language comprehension and production.
- Effects of prior knowledge on comprehension.
- Development of psycholinguistics and approaches: behaviorism, and chauvinism.
- Linguistics diversity and linguistic universals.
- The human Information processing system
- Sensory store and visual sensory store
- Working memory or short term memory
- Long term memory and semantic memory.

**NOTIONAL STUDY HOURS: 200**

## TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

## ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

## PRESCRIBED BOOK

Scovel, Thomas. (1998). *Psycholinguistics Oxford introduction to language study*. Oxford: OUP.

Miller, George. (2003). *The Cognitive Revolution: A Historical Perspective. Trends in Cognitive Science*, 7/3, 141-144.

**MODULE TITLE : LANGUAGE AND GENDER (ELECTIVE)**  
**MODULE CODE : LIN 5645**  
**CREDIT VALUE : 20**  
**NQF LEVEL : 8**  
**PREREQUISITES : BA (LINGUISTICS) OR EQUIVALENT**

## MODULE AIM

To equip students with knowledge and information language and gender and how language is used to portray gender and speech activities.

## CORE COMPETENCIES

- Communication skills
- Research skills
- Analytical skills
- Interpretative skills
- Critical thinking
- Problem identification and solving

## LEARNING OUTCOMES

- Discuss the notions of linguistic and social change.
- Differentiate between "gender and sex.
- Compile the characteristics of language and gender.
- Demonstrate knowledge of masculinity and feminism in linguistics.

## MODULE CONTENT

- Keeping gender: the gender order, Masculinities and femininities, Gender practice.
- Linking the linguistic to the social.
- Changing practice.
- The social locus of change.
- Linguistic resources.
- Access to situations and events.
- Speech situations and events.
- The pursuit of conversation.
- Conversation styles and conversationalists.
- Positioning ideas and subjects.
- Women's language and gender positioning.
- Showing difference or respect.
- Backing down or opening things up.
- Intensity and engagement.
- Speaking indirectly.
- Discrimination and language,
- An expanded view of language, Uses and forms of language

## NOTIONAL STUDY HOURS: 200

## TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted.
- Assignments in the form of knowledge acquisition conceptualization.
- Tests.
- Class discussions/ oral presentations and practicals.
- Self-directed study.
- Group and individual projects.

## ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

## PRESCRIBED BOOKS

Eckert, P. & McConnell-Ginet, A. (2003). *Language and Gender*. New York: Cambridge University Press.  
Mayr, A. (1988). *Language and Power*. London: Continuum International Publishing Group.  
Mills, S. (1995). *Language and Gender*. London: Longman.  
Elliot, F.R. (1996). *Gender, Family and Society*. New York: Palgrave.  
Doyle, J. & Paludi, M. (1998). *Sex & Gender: Human Experience*. New York: Mc Graw Hill.

**MODULE TITLE** : LINGUISTICS IN A CLINICAL CONTEXT (ELECTIVE)  
**MODULE CODE** : LIN 5646  
**CREDIT VALUE** : 20  
**NQF LEVEL** : 8  
**PREREQUISITES** : BA (LINGUISTICS) OR EQUIVALENT

## MODULE AIMS

- To empower the students with knowledge of theoretical approaches and practices that facilitate language structures, language acquisition and production and analysis of communication disorders.
- To enable students evaluate typical explanations of language impairments from a linguistic perspectives.
- To demonstrate skills for understanding, analysing and interpreting topical issues about communication difficulties for servicing the society.

## CORE COMPETENCIES

- To acquire knowledge, skills and understanding of analysing and interpreting linguistic disorders.
- To become effective in addressing communicative difficulties in various environments.
- To become active in critical thinking and research skills applications.
- To be able to use problem identification and solving skills in monitoring the cultural temperature of the society with regard to language disorders.

## LEARNING OUTCOMES

- Identify, apply, reflect and critique the theories and approaches for analysis of language disorders.
- Demonstrate understanding of clinical linguistics concepts, strategies and methodologies as a response to problems and issues that affect the society with regard language learning and development.
- Critic discourses on language systems analysis and cultural ideologies attached thereto.
- Initiate diagnostic programmes relevant to the affected communities.

## MODULE CONTENT

- Conceptualisation of clinical and remedial linguistics.
- Acoustic phonetics and the aerodynamics of the vocal tract.
- Language acquisition theories.
- Brain, mind and memory in language learning.
- Speech processing, language and cognition.
- Children's communication: development and difficulties.
- Language impairments.
- auditory, voice, language and speech disorders.
- Medical discourses in health: verbal, nonverbal, images, symbols, and documents.
- The effects of poverty, HIV/AIDS, etc. on language learning.

## NOTIONAL STUDY HOURS: 200

## TEACHING AND LEARNING METHODS

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of knowledge acquisition conceptualisation
- Tests
- Class discussions/ oral presentations and practicals
- Self-directed study
- Group and individual projects

## ASSESSMENT METHODS AND WEIGHTING

Students will be assessed on the following:

- Written test, group and individual assignment, oral presentations, practicals, group and individual projects: 60%
- Examinations: 40%

## PRESCRIBED BOOKS

Cummings, L. 2008. *Clinical Linguistics*. Edingburgh: Edinburgh University Press Ltd.

Crystal, D. 2001. *Clinical Linguistics*. In M. Aronoff & J. Rees-Miller (Eds.). *The Handbook of Linguistics* (pp. 673-682). Oxford: Blackwell.

## MASTER OF ARTS IN LINGUISTICS (RESEARCH)

LIN 6000: Dissertation

## DOCTOR OF PHILOSOPHY IN LINGUISTICS (RESEARCH)

LIN 7000: Thesis

## SECTION C

### BACHELOR OF ARTS MAJORING IN MEDIA STUDIES UNDERGRADUATE MODULES

#### Media Studies Modules

**NB:** For more information on how to combine Media Studies modules with others, see the BA (Media and Language Studies) package below.

FIRST YEAR		SECOND YEAR		THIRD YEAR	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
<b>MST 1541 &amp;</b> ENG 1561 or ISN 1541 or ISW 1541 or LIN 1541 or NSO 1541 or TVE 1541 or XTS 1541 or  <b>Fundamentals :</b> ECS 1541 GPN 1541 LIN 1542 or LIN 1543	<b>MST 1641 &amp;</b> ENG 1661 or ISN 1641 or ISW 1641 or LIN 1641 or NSO 1641 or TVE 1641 or XTS 1641  <b>Fundamentals :</b> ECS 1641 NTA 1641	<b>MST 2541&amp;</b> ENG 2561 or ISN 2541 & ISN 2542 or ISW 2541 & ISW 2542 or LIN 2541 NSO 2541 & LEX 1542 or TVE 2541 & TVE 2542 or XTS 2541 & XTS 2542 or  <b>Fundamental s (all must be taken):</b> NDA 2541 NRR 2541 LIN 2542 or LIN 2543	<b>MST 2641 &amp; MST 2642</b> & ENG 2661 or  ISN 2641 or ISW 2641 or LIN 2641 or NSO 2641 or TVE 2641 or XTS 2641 or  <b>Fundamental:</b> VLV 2641 LIN 2642 or LIN 2643	MST 3541 & MST 3542 or <b>Second Major (one of the following):</b> ENG 3541 & ENG 3542 or ISN 3541 & ISN 3542 or ISW 3541 & ISW 3542 or 3541 or LIN 3541 & LIN 3542 or LIN3543 or NSO 3541 & NSO 3542 or TVE 3541 & TVE 3542 or XTS 3541 & XTS 3542 or  <b>Ancillary (one of the following):</b> AFI 1541 LIN 1542 PHI 1541 POL 1541 PSY 1541 SOC 1541	MST 3641 & MST 3642 or <b>Second Major (one of the following):</b> ENG 3641 <b>plus</b> ENG 3642 <b>or</b> ENG 3643 or ISN 3641 & ISN 3642 or ISW 3641 & ISW 3642 or  LIN 3641 & LIN 3642 or LIN 3643 or NSO 3641 & NSO 3642 or TVE 3641 & TVE 3642 or XTS 3641 & XTS 3642  <b>Ancillary (to be taken if one of the ancillaries offered in the first semester was not taken):</b> CST 1641



## FIRST YEAR LEVEL SEMESTER 1

MODULE TITLE	:	THE GENETIC PROCESSES IN NEWS PRODUCTION
MODULE CODE	:	GPN 1541
CREDIT VALUE	:	14
NQF LEVEL	:	5
PREREQUISITES	:	NONE

### MODULE AIMS

The primary aims of the module are:

- To introduce students to a broader understanding of news as a media genre.
- To provide students with in-depth information on the genesis of news within different media resources
- To introduce students to the complexities and values involved in the production of news
- To enable students to understand the activities of various agents involved in the routine of news production

### CORE COMPETENCIES

The module is designed to foster the following core competencies:

- Creative and critical thinking
- In-depth understanding of news production systems within a wider socio-political milieu
- Development of informed responses to media messages (news)
- Understanding the parameters of social discourse and interaction through media.

### LEARNING OUTCOMES

At the completion of the module, the student should be able to:

- Understand the objective and focus of news production.
- Develop skills and knowledge on the processes of news production
- Demonstrate skills of the analysis and understanding of the ideological messages through news

### MODULE CONTENT

- News as the product of news gathering, selection, processing and construction
- The operation of news agencies
- Sources of news
- Looking for News
- The skill of interviewing
- Language
- News writing
- Different styles of writing
- Editing
- Community Print media
- Covering a beat -
- News as an ideology
- Structure of design and layout of news

### PROJECT WORK

- Students will be exposed to various texts on mass media communication in addition to the prescribed texts.
- This will enable them to cultivate necessary competencies in the field of media studies.
- Furthermore, students will be engaged in projects which will introduce them into practical arena of news as a genre of media.

NOTIONAL STUDY HOURS: 140

### TEACHING AND LEARNING METHODS

- Lectures
- Assignments
- Tests
- Class/ group discussions/oral presentations
- Self-directed study
- Group and individual projects

## ASSESSMENT METHODS

Students will be assessed on the following:

- Written tests or assignments
- Quiz test
- Oral presentations and participation in class discussions
- Examinations
- Quality group and individual projects

## REFERENCES

Fourie, P.J. (ed.) (2007). *Media studies: volume 1: media history, media and society*. 2<sup>nd</sup> Edition. Cape Town: Juta & Co.  
Fourie, P.J. (2001). *Media studies: Institutions, Theories and Issues*. Pretoria: Juta.  
Graham Greer (1999). *A new introduction to journalism*. Lansdowne. Juta.  
Graham Greer (2008). *Introducing journalism and media studies*. Lansdowne. Juta.

**MODULE TITLE** : **INTRODUCTION TO MEDIA STUDIES**  
**MODULE CODE** : **MST 1541**  
**CREDIT VALUE** : **14**  
**NQF LEVEL** : **5**  
**PREREQUISITE** : **NONE**

## MODULE AIMS

The primary aims of the module are:

- To introduce students to key concepts, theories and principles in media studies
- To sensitize students about the operations, structure and economics of the various media in society
- To sensitize students about the role of the mass media in society
- To enable students develop a critical attitude towards the reception, use and interpretation of media messages
- To sensitize students about the complex relationship between media, culture and society
- To provide students with an understanding of the various levels of communication and how they intersect with media

## CORE COMPETENCIES

The module is designed to foster the following core-competencies:

- critical analytical skills among students
- rigorous and creative engagement with the media
- effective oral and writing skills among students
- a wholesome, socially and politically conscious media practitioner

## LEARNING OUTCOMES

At the completion of the module, the student should be able to:

- internalize key concepts, theories and terminologies media studies
- demonstrate knowledge of the operations, structures and economics of mass media institutions and organizations
- demonstrate analytical and critical skills when interfacing with the mass media
- demonstrate high level of social and political consciousness
- be able to meaningfully and intelligently engage in key national debates

## CONTENTS

- Historical development of the media
- Media and Society an Ideology
- Media production in organisations and institutions
- Communication models
- Communication and mass communication theories
- Media theories
- Media and culture
- Media Representation of reality

**NOTIONAL STUDY HOURS: 140**

**TEACHING AND LEARNING METHODS**

- Lectures and seminars
- Assignments
- Tests
- Class discussions/oral presentations
- Self-directed study
- Group and individual projects

#### ASSESSMENT METHODS

Students will be assessed on the following:

- Assignments
- Written tests
- Oral presentations
- Group and individual presentations
- Examinations

#### REFERENCES

- Steinberg, S. 2007. An Introduction to Communication Studies. Cape Town: JUTA  
 Fiske, J. 1990. Introduction to Communication Studies. 2<sup>nd</sup> Ed. London: Routledge  
 McQuail, D & Windahl, S. 1993. Communication Models. England: Pearson Education Limited  
 Fourie, P.J (ed). 2001. Media Studies: Volume One Institutions, Theories and Issues. Cape Town: JUTA  
 McQuail, D. 1994. Mass Communication Theory: An Introduction. London: Sage Publications  
 Fourie, P.J (ed). 2007. Second Edition. Media Studies: Media History, Media and Society. Cape Town: JUTA  
 Fourie, P.J (ed). 2008. Second Edition. Media Studies: Policy, Management and Media Representation  
 Greer, G (ed) 2008. Introducing Journalism and Media Studies. Cape Town: JUTA  
 Severin, W.J & Tankard, J.W. 1982. Communication Theories: Origins, Methods and Uses in the Mass Media

#### SECOND YEAR LEVEL SEMESTER 2

<b>MODULE TITLE</b>	:	<b>INTRODUCTION TO MEDIA STUDIES</b>
<b>MODULE CODE</b>	:	<b>MST 1641</b>
<b>CREDIT VALUE</b>	:	<b>14</b>
<b>NQF LEVEL</b>	:	<b>5</b>
<b>PREREQUISITES</b>	:	<b>MST1541</b>

#### MODULE AIMS

The primary aims of the module are to:

- Introduce students to various theoretical concepts on the interface between media and society.
- Sensitize students on the role of media and communication in society.
- Sensitize students about the relationship between media and culture.
- Provide students with a sound grounding on mass communication theories.
- Provide students with a sound understanding of theoretical aspects of media texts and their interpretation.
- Equip students with various practical skills for understating media production processes.
- Sensitize students on the relationship between media, communication and ideology.

#### CORE COMPETENCIES

This module is designed to foster the following core competencies

- Creative and critical thinking
- Effective communication skills
- An appreciation of the role of the media in society.
- Interpretive and analytical skills.

#### LEARNING OUTCOMES

At the completion of the module, students should be able to:

- Participate in debates around the development of media law and ethics in South Africa and other jurisdictions.
- Demonstrate knowledge of key concepts and theories in media.
- Explain the interface between media, culture and ideology.
- Interpret and analyse media and cultural texts.

## CONTENTS

### Media and Society

- Further Mass Communication Theories
- Media, Communication and Culture
- The Social Construction Theory
- Media, Communication and Ideology
- Popular Culture and the Media
- Music as Communication
- Media Texts and Media Analysis
- Advertising as Communication
- Media and Globalisation
- Media Production\
- Media and Propaganda

**NOTIONAL STUDY HOURS: 140**

### TEACHING AND LEARNING METHODS

- Lectures
- Assignments
- Class/group discussions/oral presentations
- Tests
- Self-directed study
- Group and individual projects

### ASSESSMENT METHODS

Students will be assessed on the following:

- Written tests/assignments
- Oral presentations and participation in class discussions
- Examinations
- Group and individual Projects

### REFERENCES

- McQuail Denis (1994) *Mass Communication Theory: An Introduction*, London, Sage Publications.
- McQuail Denis (1990) *Media Performance: Mass Communication and the Public Interest*, London, Sage Publications.
- Fiske John (1990) *Introduction to Communication Studies*, London, Methuen.
- Dimbley Richard & Burton Graeme (1998) *More Than Words: An Introduction to Communication*, London, Routledge.
- McQuail Denis & Windhal Suen (1993) *Communication Models for the Study of mass Communication*, London and New York, Longman.
- Fouries John (1996) *Introduction to Communication and the Production of Meanings*, Keywn, Juta.
- Retief Johan (2002) *Media Ethics: An Introduction to Responsible Journalism*, Oxford University Press.
- Carey, James (1992) *Communication as Culture: Essays: on Media and Society*, Boston, Unwin.
- Morely David (1992) *Television, Audience and Cultural Studies*, London, Routledge.
- Hartley John (1999) *Interpersonal Communication*, London, Routledge.
- O'Sullivan, Tim, Hartley John, Saunders Danny & Fiske, John (1993) *London and New York*, Routledge.
- Curran James, Gurevitch Michael (1991) *Mass Media and Society*, London.
- Badgikian Ben (1992) *The Media Monopoly*, London, Beacon Press.
- Louw Eric (2001) *The Media and Cultural Production*, London, Sage Publications.
- Lull James (1995) *Media, Communication and Culture*, Cambridge, Polity Press.
- Fran Nel (2001) *Writing for the Media in South Africa*, Oxford, Oxford University Press.
- Graham Greer (2008) *Introduction to Journalism and Media Studies*, Cape Town, Juta.
- De Beer, A.S. (1998) *Mass Media: Towards the Millennium*, Thee South African Handbook of Mass Communication, Pretoria, Van Schack.
- Fouries Pieter (ed) (2008) *Media Studies, Volume 2, Policy, Management and Media Representation*, Cape Town, Juta Publications.
- Fouries Pieter (ed) (2007) *Media Studies: Media History, Media and Society, Volume 1*, Cape Town, Juta Publications.

**TITLE** : **NEWS TRANSMISSION AND AUDIENCE INTERPRETATION**  
**CODE** : **NTA 1641**  
**CREDIT VALUE** : **14**  
**LEVEL** : **5**  
**PREREQUISITES** : **GPN 1541**

#### **MODULE AIMS**

The primary aims of this module are:

- To introduce students to a broad understanding on the effects and uses of news as a genre of media
- To enable students to understand aspects of the behaviourist paradigm of human beings within the context of media expositions
- To expose the necessary and sufficient audience effects resulting from the impact of the news and also to indicate what people do with news rather than what news do with the people

#### **CORE COMPETENCIES**

This module is designed to foster the following core competencies:

- Creative and critical thinking on the effects of media on people
- In-depth understanding on the selectivity in attention and perception of the news
- Understanding interaction or exchange between medium and audiences
- Understanding how and why different people get different things from one news aspect

#### **LEARNING OUTCOMES**

After the completion of the module, the student should be able to:

- Understand that the news genre is not a homogenous commodity
- Develop an understanding between news-person interactions
- Demonstrate knowledge on the relationship between news content, categories and audience

#### **MODULE CONTENT**

- Audience of mass media
- Effects of mass media on audiences
- Understanding media audiences
- Media audiences theories
- Questionnaire surveys in media research
- Field research in media studies
- Measuring media audiences
- Measuring the audiences for particular media
- Audience measurement in South Africa
- Psychoanalysis and television viewers
- New media audiences

#### **PROJECT WORK**

- Students will be exposed to various texts on mass media communication in addition to the prescribed texts.
- This will enable them to cultivate necessary competencies in the field of media studies.
- Furthermore, students will be engaged in projects which will introduce them into practical arena of news as a genre of media.

**NOTIONAL STUDY HOURS: 140**

#### **TEACHING AND LEARNING METHODS**

- Lectures
- Assignments
- Tests
- Class/ group discussions/oral presentations
- Self-directed study
- Group and individual projects

#### **ASSESSMENT METHODS**

Students will be assessed on the following:

- Written tests/assignments
- Oral presentations and participation in class discussions
- Examinations
- Quality group and individual project

## REFERENCES

- Adler, RB. Rosenfeld, LB. and Towne, N. (1996). *Interplay: The Process of Interpersonal Communication*. New York: Harcourt Brace.
- Becker, SL. and Roberts, CL. (1992). *Discovering Mass Communication*; Harper: Collins.
- Croteau, D. & Hoynes, W. 2003. *Media and Society*. Thousand Oaks: Pine Forge Press.
- Greer, G. (ed.) 2008. *Introducing Journalism and Media Studies*. Cape Town: Juta.
- Katz, E. Blumler, J. & Gurevitch, M. (1974). *Utilization of mass communication by the individual*. Newbury Park, CA: Sage
- McQuail, D. 2005. *McQuail Mass Communication Theory*. (Fifth edition). London: Sage.
- McQuail, D. & Gurevitch, M. (1974). *Explaining audience behaviour: Three approaches considered*. Newbury Park, CA: Sage.
- Wasserman, H. 2007. *Media & Society: news media, representation and power*. [Course notes]. Stellenbosch: University of Stellenbosch.

## SECOND YEAR LEVEL SEMESTER 1

MODULE TITLE	:	<b>BASIC PRINCIPLES OF JOURNALISM AND THE PRINT MEDIA</b>
MODULE CODE	:	<b>MST 2541</b>
CREDIT VALUE	:	<b>14</b>
NOF LEVEL	:	<b>6</b>
PREREQUISITE	:	<b>REFER TO CALENDAR RULES</b>

## MODULE AIMS

The primary aims of the module are:

- To introduce students to the basics of print journalism;
- To help learners to understand the underlying philosophy and principles of journalism;
- To provide students with an understanding of the nature of the print media, the development of newspapers in South Africa and the classification thereof;
- To enable students to appreciate the relationship between print media, culture and society;
- To examine the impact of new technologies on the print media.

## CORE COMPETENCIES

The module is designed to foster the following core competencies:

- Creative and critical thinking.
- Communication skills (oral and written) applicable both within and without the journalistic environment.
- Social analysis and understanding through development of a micro-vision in which the print media are perceived as an integral part of related cultural systems within a wider socio-political milieu.
- Social responsibility through the inculcation of reasoned responses to newspaper reports, a habit which can be applied in social discourse and interaction.

## LEARNING OUTCOMES

At the completion of the module, the student should be able:

- To demonstrate knowledge of the nature and characteristics of print media as well as the classification of newspapers
- To demonstrate skills of detailed criticism and analysis of print media reports
- To develop an understanding of news gathering and ethics in the print media

## MODULE CONTENT

- Introduction to print media
- Theories and concepts of the print media
- Role of the print media
- News gathering and ethics in the print media
- Common genres of print media
- The history of the newspaper in South Africa

- Press ownership and control
- Alternative press in South Africa
- Print media and social change in South Africa
- New communication technology and the print media
- The internet and the print media
- Community newspapers
- Press organisations

**NOTIONAL STUDY HOURS: 140**

#### **TEACHING AND LEARNING METHODS**

- Lectures and seminars
- Assignments
- Tests
- Class discussions/oral presentations
- Self-directed study
- Group and individual projects

#### **ASSESSMENT METHODS**

- Students will be assessed on the following:
- Assignments
- Written tests
- Oral presentations
- Group and individual presentations
- Examinations

#### **REFERENCES**

- De Beer, A.S. (ed.) Mass Media towards the Millennium: The South African Handbook of Mass Communication. Pretoria: Van Schaik.
- Fourie, P.J (ed). 2007. Media Studies: Media History, Media and Society, 2<sup>nd</sup> Ed. Cape Town: JUTA.
- Merril, J.C & Dennis, E.E. 2006. Media Debates: Great Issues for the Digital Age. 2<sup>nd</sup> Ed. USA: Thomson Wadworth.
- Fourie, P.J (ed). 2001. Media Studies: Content, Audiences and Production.
- Greer, G (ed) 2008. Introducing Journalism and Media Studies. Cape Town: JUTA.

**MODULE TITLE : NEWSPAPERS AND REPRESENTATIONS OF REALITY**  
**MODULE CODE : NRR 2541**  
**CREDIT VALUE : 14**  
**NQF LEVEL : 6**  
**PREREQUISITES : NTA 1641**

#### **MODULE AIMS**

The primary aims of the module are:

- To develop student understanding of the signification process involved in Media's depiction of reality.
- To expose the effects and function of the sign system in the production of media messages.
- To introduce students to the interaction between media signification and the audiences perception of the existing reality.
- To inculcate analysis and interpretation skills of media messages.

#### **CORE COMPETENCIES**

The module is designed to foster the following core competencies:

- The understanding of various levels of reality depiction as employed by the media.
- The development of creative and critical thinking on experiencing reality as depicted by the media.
- The understanding of the selectivity criteria as used by different media groups.
- Exposing the signification that the audiences attach interacting with particular media.

#### **LEARNING OUTCOMES**

After completion of the module, students will be able to:

- Understand that the different types of media depend on the signification system involved.
- Develop an awareness of the various signification systems involved in different media.

- Demonstrate knowledge on the effects of visual and verbal images in people understands of reality.

#### MODULE CONTENT

- Representation and reality
- Representation of reality in media
- Issues in the theoretical study of representation
- Representation in the classical thinking
- Key philosophers and theories in the classical age
- Representation in the modern age
- Contemporary thinking about representation
- Ideology and media texts
- Media and construction of reality
- News as representation of reality
- Representation of gender in the media
- Representation of race in the media
- Representation of sexual orientation in the media
- Representation and reporting on HIV/AIDS in the media
- Representation of stereotypes in the media

**NOTIONAL STUDY HOURS: 140**

#### TEACHING AND LEARNING METHODS

- Lectures
- Assignments
- Tests
- Class/ group discussions/oral presentations
- Self-directed study
- Group and individual projects

#### ASSESSMENT METHOD

Students will be assessed through:

- Written tests/ assignments
- Class discussions
- Quiz tests
- Examinations
- Group and individual projects

#### REFERENCES

Downes, B. & Miller, S. 1998. Media Studies. London: Hodder Headline Plc.  
 Dutton, B. 2000. Media Studies: an Introduction, Third edition. Essex: Longman.  
 Greer, G. (ed.) 2008. Introducing Journalism and Media Studies. Cape Town: Juta.  
 Fourie, P.J. (ed.) 2008. Media Studies: Policy Management and Media Representation, Second edition. Cape Town: Juta  
 Valdivia, A. 2003. A Companion to Media Studies. Oxford: Blackwell Publishing.

#### SECOND YEAR SEMESTER 2

**MODULE TITLE : RADIO STUDIES**  
**MODULE CODE : MST 2641**  
**CREDIT VALUE : 14**  
**NQF LEVEL : 6**  
**PREREQUISITES : REFER TO CALENDAR ENTRIES**

#### MODULE AIMS

The primary aims of the module are:

- To introduce students to the brief history of radio broadcasting globally and in South Africa, in particular.
- To provide students with a sound understanding of radio broadcasting terminologies.
- To enable students to understand important role radio play in development and democracy.
- To provide students with an understanding of the functions of radio in South Africa.
- To enable students to appreciate the relationship between radio broadcasting, culture and society.

- To examine the impact of new technologies on radio.

### **CORE COMPETENCIES**

The module is designed to foster the following core competencies

- creative and critical thinking
- acquaint students with the skills and techniques needed in radio production today

### **LEARNING OUTCOMES**

At the completion of the module students should be able:

- To understand the historical development of radio broadcasting in South Africa
- To demonstrate an understanding of how radio programming and schedules are decided
- To acquire skills required by radio presenters/ announcers and be able to understand the nature of the career in radio
- To demonstrate an understanding of different radio ownership structures
- To understand different radio formats

### **MODULE CONTENT**

- The History of Radio broadcasting in South Africa
- Functions of Radio in developing countries
- Types of Radio Ownership in South Africa
- Radio programming and formats
- Radio production
- Radio advertising
- Understanding radio audiences
- Legal Framework of radio in South Africa

### **NOTIONAL STUDY HOURS: 140**

### **TEACHING AND LEARNING METHODS**

- Lectures and seminars
- Guest lectures
- Assignments
- Tests
- Class discussions / oral presentations
- Self-directed study
- Group and individual sessions for writing and editing articles from a variety of media genres.

### **ASSESSMENT METHODS**

Students will be assessed as follows:

- Assignments
- Written tests
- Oral presentations
- Group and individual presentations
- Examinations

### **REFERENCES**

Fourie, J.(ed) 2001. Media Studies: Institutions, Theories and Issues. Volume 1, Lansdowne: Juta  
 Graham, G. 2008. Introduction to Journalism and Media Studies, Cape Town: Juta  
 Greer, G (ed) 2008. Introducing Journalism and Media Studies, Cape Town:Juta  
 Nicholas, J and Price, J. 1998. Advanced Studies in Media, Chettenham: Thomas Nelson & Sons Ltd  
 Fourie, P, J (ed). 2008. Media Studies: Media Content and Media Audiences, Volume2, Cape Town: Juta

**MODULE** : **VISUAL LITERACY AND VERBAL SIGNIFICATIONS IN MEDIA**  
**CODE** : **VLV 2641**  
**CREDIT VALUE** : **14**  
**NQF LEVEL** : **6**  
**PREREQUISITES** : **NONE**

#### **MODULE AIMS**

The primary aims of the module are:

- To develop student's understanding of the codification system employed in the electronic media in general.
- To expose students to the various stages involved in the global impact of radio and television industries as communication systems
- To expose students to the technological growth and progress within the electronic media

#### **CORE COMPETENCIES**

The module is designed to foster the following core competencies:

- The understanding of electronic media as the most effective mechanism of mass communication
- The understanding of the interaction between the supply of information and entertainment in the world of electronic media
- The understanding of the influence of electronic media in people's lifestyles
- The understanding of electronic media's role in global interactions.

#### **LEARNING OUTCOMES**

After completion of the module, students will be able to:

- Understand that the effectiveness of electronic media depends on the codification system involved in the industry
- Develop an awareness of the various codification structures involved in different electronic media systems
- Demonstrate knowledge on the effects of visual and verbal images in people's understanding of reality.

#### **MODULE CONTENTS**

- The scope of electronic media
- Information supply and entertainment balance
- Programming: market considerations and self-interest.

**NOTIONAL STUDY HOURS: 140**

#### **TEACHING AND LEARNING METHODS**

- Lectures
- Assignments
- Tests
- Class/ group discussions/oral presentations
- Self-directed study
- Group and individual projects

#### **ASSESSMENT METHOD**

Students will be assessed through:

- Written tests/ assignments
- Class discussions
- Examinations
- Group and individual projects

**MODULE TITLE** : TELEVISION AND FILM STUDIES  
**MODULE CODE** : MST 2641  
**CREDIT VALUE** : 14  
**NQF LEVEL** : 6  
**PREREQUISITES** : REFER TO CALENDAR ENTRIES

#### **MODULE AIMS**

The primary aims of the module are:

- To introduce students to the brief history of film and television globally and in South Africa, in particular.
- To provide students with a sound understanding of theoretical approaches to television.
- To enable students to understand critical differences between television and film.

#### **CORE COMPETENCIES**

The module is designed to foster the following core competencies

- Creative and critical thinking.
- Communication skills (oral and written) applicable both within and without the journalistic environment.
- Social analysis and understanding through development of a macro-vision in which television is perceived as an integral part of related cultural systems within a wider socio-political milieu.
- Social responsibility through the inculcation of reasoned responses to television reports, a habit which can be applied in social discourse and interaction.

#### **LEARNING OUTCOMES**

At the completion of the module students should be able:

- understand the historical development of television and film in South Africa.
- analyse television texts using contemporary theories such as feminism, critical theory, to mention but a few.
- demonstrate skills of presenting television programmes.
- demonstrate an understanding of how television programming and schedules are decided.
- demonstrate an understanding of different television ownership structures.
- understand basic elements of sound, lighting and composition.
- demonstrate basic video camera handling skills.
- understand basic digital filming and editing terminology.

#### **MODULE CONTENT**

- History of television
- The History of Film in South Africa
- Television theories
- Film theories
- Function of film and television in society
- Codes and Genres of Film and Television
- Television presentation skills
- Television advertising
- Television ownership structures
- Models of Films
- Film and Television representations of race, class and gender
- Television and policy, censorship and regulation

**NOTIONAL STUDY HOURS: 140**

#### **TEACHING AND LEARNING METHODS**

- Lectures and seminars
- Guest lectures
- Assignments
- Tests
- Class discussions / oral presentations
- Self-directed study
- Group and individual sessions for writing and editing articles from a variety of media genres.

## ASSESSMENT METHODS

Students will be assessed as follows:

- Assignments
- Written tests
- Oral presentations
- Group and individual presentations
- Examinations

## REFERENCES

Bignell, J. 2007. *An Introduction to Television Studies*, Second Edition. Routledge.  
Fourie, P. J. 1997. *Introduction to Communication. Film and Television Studies. Course Book 6*. Kenwyn: Juta.  
McQueen, D. 1997. *Television: A Media Studies Student's Guide*. London: Arnold  
Selby, K. & Cowdery, R. 1995. *How to Study Television*. Basingstoke: Macmillan

## THIRD YEAR LEVEL SEMESTER 1

**MODULE TITLE** : **MEDIA LAW AND ETHICS**  
**MODULE CODE** : **MST 3541**  
**CREDIT VALUE** : **14**  
**NQF LEVEL** : **6**  
**PREREQUISITES** : **NONE**

## MODULE AIMS

The primary aims of the module are to:

- Introduce students to the tenets of media law and principles of media ethics.
- To sensitize students about the various codes of ethics applicable to the mass media.
- To provide students with a sound grounding of legal issues that affect the media.
- To provide students with a sound understanding of theoretical approaches to law and media ethics.
- To enable students to have an appreciation of the interface between media law and ethics in different jurisdictions.

## CORE COMPETENCIES

This module is designed to foster the following core competencies:

- Creative and critical thinking
- Effective communication skills
- An appreciation of the difference between media law and media ethics
- Social responsibility and professional integrity through inculcation of reasoned responses to media debates on media law and ethics.

## LEARNING OUTCOMES

At the completion of the module, students should be able to:

- Participate in debates around the development of media law and ethics in South Africa and other jurisdictions.
- Demonstrate knowledge of key concepts and theories and principles in media law and ethics.
- Explain the interface between media law and ethics in general and in South Africa in particular.
- Appreciate and understand the importance of social, political and economic context when discussing media law and ethics.

## MODULE CONTENT

- Definition Law and Ethics
- Constitutional Provisions of Media Freedom in South Africa
- Defamation Law
- Structural and Content Media Laws
- Interface between Media Law and ethics
- Media/Journalism Ethics-
- Different Perspectives on Ethics
- Ethical Principles in Journalism
- Media Freedom and Ethics

- Ethics in War Reporting
- Media/Journalism Ethics in the Age of New Communication Technologies

**NOTIONAL STUDY HOURS: 140**

#### TEACHING AND LEARNING METHODS

- Lectures
- Assignments
- Class/group discussions/oral presentations
- Tests
- Self-directed study
- Group and individual projects

#### ASSESSMENT METHODS

Students will be assessed on the following:

- Written tests/assignments
- Oral presentations and participation in class discussions
- Examinations
- Group and individual Projects

#### REFERENCES

- Burns, Y (2000) Communication Law, Durban, Butterworths
- Besley Andrew & Chadwick Ruth, (1992) Ethical Issues in Journalism, and The Media, London, Routledge.
- Christians, G. Clifford, Rotzoll, Kim B. and Fackler Mark (1983) Media Ethics: Cases and Moral Reason, London , Longman.
- Christians, G. Clifford, Ferre, P. John & Fackler P. Mark (1993) Good News: Social Ethics and the Press, New York, Oxford University Press.
- Crone Tom ( ). Law and the Media,.: An Everyday Guide for Professionals, Oxford, Focal Press.
- Gordon A. David, Kitross, M. John, Reuss, Carol, & Merrill C. John (1998) Controversies in Media Ethics, Addison-Wesley.
- Kieran Mathew (1998) (ed) Media Ethics, London Routledge.
- Oosthuizen L. M. (2002) Media Ethics in a Southern African Context, Cape Town, Juta.
- Retief J (2002) Media Ethics; An Introduction to Responsible Journalism, Cape Town, Oxford University Press
- SADC Media Law: A Handbook for Media Practitioners: A Comparative Overview of the Laws in Malawi, Zimbabwe, Namibia and South Africa, Johannesburg, Konrad-Adenauer-Stiftung.

**MODULE TITLE : THE ECONOMICS OF THE MEDIA**  
**MODULE CODE : 3542**  
**CREDIT VALUE : 14**  
**NQF LEVEL : 7**  
**PREREQUISITES : REFER TO CALENDAR RULES**

#### MODULE AIMS

The primary aims of the module are to:

- Introduce students to the basic principles of media economics and the media industries;
- Introduce students to the way the media operates as an economic entity;
- Make students aware of the role of government in the media market; and
- Enable students to appreciate the critical differences between media monopoly and competition.

#### CORE COMPETENCIES

- Creative and critical thinking
- Communication skills (oral and written)
- A critical analysis and understanding of consumer behaviour in media
- Social responsibility through the inculcation of reasoned responses to economic debates and critical issues in media industries, a habit which can be applied in social discourse and interaction.

#### LEARNING OUTCOMES

At completion of the module, the student should be able to:

- Understand concept "economics of the media";
- Identify and explain the key concepts associated with media economics;

- Demonstrate knowledge of the key issues pertaining to media economics for example, media monopoly, media performance and capital;
- Demonstrate knowledge of the economics of the media in different sectors of the media;
- Distinguish between the macro- and micro-economic approach to the study of the media; and
- Understand government's role in the media market.

#### MODULE CONTENT

- Defining Media Economics
- Market structures
- Key economic characteristics of the media
- Economies of scale and economies of scope in the media
- Corporate strategies for expansion
- Economics of advertising
- Economics of television broadcasting
- Economics of television production
- Economics of print media
- Economics of new media
- The internet and the economics of the media
- Public policy and the economics of the media

NOTIONAL STUDY HOURS: 140

#### TEACHING AND LEARNING METHODS

- Lectures
- Assignments
- Tests
- Class/ group discussions/oral presentations
- Self-directed study
- Group and individual projects

#### ASSESSMENT METHODS

Students will be assessed on the following:

- Written tests / assignments
- Oral presentations and participation in class discussions
- Examinations
- Quality group and individual projects

#### REFERENCES

- Doyle, G. 2002b. *Understanding Media Economics*. London: Sage. (3 copies).
- Doyle, G. 2002a. *Media Ownership: the economics and politics of media convergence and concentration in the UK and European media*. London: Sage. (3 copies)
- Hoskins, C., McFadyen, S., & Finn, A. 2004. *Media Economics: Applying economics to new and traditional media*. Thousand Oaks, CA: Sage.
- Picard, R., 1989. *Media Economics: Concepts and Issues*. London: Sage Publications.
- Alexander, A., Owers, J. & Carveth, R. 1998. *Media Economics. Theory and Practice*. London: Lawrence Erlbaum Associates Publishers. (3 copies)
- Fourie, P. J. (ed.) 2001a. *Media Studies: Institutions, theories and Issues, Vol. 1*, Lansdowne: Juta. (3 Copies).
- Fourie, P. J. (ed.) 2001b. *Media Studies: Content, Audiences and production, Vol. 2*, Lansdowne: Juta. (3 Copies).
- Fourie, P.J. (ed.) 2008. *Media Studies: Policy, Management and Media Representation, Vol 2, Second Edition*. Cape Town: Juta.

## THIRD YEAR LEVEL SEMESTER 2

MODULE TITLE	:	POLITICAL ECONOMY AND THE MEDIA
MODULE CODE	:	MST 3641
CREDIT VALUE	:	14
NQF LEVEL	:	7
PREREQUISITES	:	REFER TO CALENDAR RULES

### MODULE AIMS

The primary aims of the module are to:

- Introduce students to the key concepts of political economy of the media;
- Understand how economic factors and political forces influence the production, distribution and consumption of media products;
- Examine how social relations, particularly power relations constitute the production, distribution and consumption of media resources
- Examine the influence of ownership, concentration and government policies on media behaviour; and
- Explore technological advances and convergence of media forms and their impact on the production, distribution and consumption of media products.

### CORE COMPETENCIES

- Creative and critical thinking.
- Communication skills (oral and written).
- A critical analysis and understanding of consumer behaviour in media.
- Social responsibility through the inculcation of reasoned responses to economic debates and critical issues in media industries, a habit which can be applied in social discourse and interaction.

### LEARNING OUTCOMES

At completion of the module, the student should be able to:

- Understand what the study of the Political Economy of the Media entails;
- Demonstrate knowledge of how economic factors and political forces influence the production, distribution and consumption of media products;
- Demonstrate knowledge of how power relations constitute the production, distribution and consumption of media products;
- Understand how media ownership, concentration and government policies influence the behaviour of the media; and
- Demonstrate knowledge of how technological advances and convergence of media forms impact on the production, distribution and consumption of media products.

### MODULE CONTENT

- What is political economy of the media?
- Models of Political Economy; Historical development of the discipline – Adam Smith, John Maynard Keynes, Karl Marx;
- Commodification of content and audiences;
- The Propaganda Model;
- Government policy: media regulation and de-regulation - Commercialisation, Liberalisation, Privatisation and Internationalisation [Case of South Africa];
- Media ownership structure:
  - Big media organizational model (Horizontal and Vertical integration, consolidation, conglomeration) and how these affect content;
  - Media's business model or market model – (Publicly traded, Commercial media, advertising-based);
- Advertising and media content;
- Globalism and Cultural Imperialism;
- Political economy of the Music industry;
- Copyright; and
- Political economy of digital technologies and the internet

NOTIONAL STUDY HOURS: 140

### TEACHING AND LEARNING METHODS

- Lectures
- Assignments

- Tests
- Class/ group discussions/oral presentations
- Self-directed study
- Group and individual projects

#### ASSESSMENT METHODS

Students will be assessed on the following:

- Written tests / assignments
- Oral presentations and participation in class discussions
- Examinations
- Quality group and individual projects

#### REFERENCES

- De Beer, A.S. (ed.) 1998. *Mass Media Towards the Millennium: The South African Handbook of Mass Communication*. Pretoria: J.L. van Schaik.
- Doyle, G. 2000a. *Media Ownership: The economics and politics of convergence and concentration in the UK and European Media*. London: Sage.
- Doyle, G. 2002b. *Understanding Media Economics*. London: Sage
- Fourie, P.J. (ed.) 2001a. *Media Studies. Volume 1, institutions, theories and issues*. Lansdowne: Juta.
- Fourie, P.J. (ed.) 2001b. *Media Studies. Volume 2, content, audiences and production*. Lansdowne: Juta.
- Fourie, P. J. (ed.) 2008. *Media Studies: Policy Management and Media Representation, Second edition*. Cape Town: Juta.

**MODULE TITLE** : **COMMUNICATION PLANNING AND MEDIA MANAGEMENT**  
**MODULE CODE** : **MST 3642**  
**CREDIT VALUE** : **14**  
**LEVEL** : **7**  
**PREREQUISITES** : **REFER TO CALENDER RULES**

#### MODULE AIMS

The aims of the module are:

- To empower the student with the fundamental knowledge of the complex activities involved in media station management and operations.
- To expose the student to the nature, processes, and logistics involved in the management and operations of media organisations.
- To enable students to understand the general principles and theories of management and how they are applied in media organisation management.

#### CORE COMPETENCIES

This module sets out to assist students:

- To acquire knowledge, principles and skills of media management and its operations.
- To attain a concise and significant understanding of the concept and operations of management within mass media organisations.
- To position the student on a platform that would make him or her at balance with any professional entrant into operations and management of mass media outfit anywhere in the world.

#### LEARNING OUTCOMES

At the end of the module, students should be able to:

- Critically analyse the basics of media station operations and management.
- Analyse the nature, structure, functions, philosophies and other complex characteristics of media station management and operations.
- Interpret the foundations of behavioural sciences as it relates to human development and organisational practice in media organisations.
- Review current practices of personnel selection and career planning in various media organisations.
- Apprehend the principles and unique applications of budgeting and staffing within media organisations
- Critically discuss issues in media ownership and management in South African context.

#### MODULE CONTENT

- Communication Planning

- Internal Communication
- Employee Communication
- Investor relations
- Media Relations
- Managing in the Electronic Media Station
- Theories of Management
- Managing Personnel in Media Organisations
- Marketing and Financial Management
- Issues of Media Management
- Crisis Management
- Strategies for establishing a Media Organisation

**NOTIONAL STUDY HOURS: 140**

#### **TEACHING AND LEARNING METHODS**

- Lectures and seminars on each aspect of the module will be conducted
- Assignments in the form of:
  - Tests
  - Class discussions/oral presentations
  - Self-directed study
  - Group and individual projects

#### **ASSESSMENT METHODS**

Students will be assessed on the following:

- Written tests/assignments
- Oral presentations and participation in class discussions
- Examinations
- Quality group and individual project

#### **REFERENCES**

- Albarran, A.B. (2007). *Management of Electronic Media*. Belmont, CA: Wadsworth Publishing Company.
- Albarran, A.B. (2010). *Management of Electronic Media*. 4th edition. Wadsworth, Boston.
- Fourie, P.J. (2009). *Media Studies: Policy, Management and Media Representation*. Volume 2. Juta: Cape Town.
- John, D. & Helio, FG. (2007). *Reputation Management: The key to Successful Public Relations and Corporate Communication*. Taylor & Francis group: New York.
- O'Donnell, LM. Hausman, C. & Benoit, P. (2011). *Radio Station Operations: Management and Employee Perspectives*. Wadsworth: Belmont, CA.
- Wood, T.J (2009) *Communication in our lives*, 5<sup>th</sup> edition; Wadsworth/Cengage Learning: USA.

## SECTION D

### BACHELOR OF ARTS HONOURS IN MEDIA STUDIES POSTGRADUATE MODULES

To be offered from 2019

## SEMESTER 1

TITLE OF MODULE	:	MINI-RESEARCH PROJECT (CORE)
MODULE CODE	:	MST 5521
CREDIT VALUE	:	30
SEMESTER	:	1 AND 2
NQF LEVEL	:	8
PRE-REQUISITES	:	BA (MEDIA STUDIES) OR EQUIVALENT

### MODULE AIMS

- To help students develop the ability to conceptualise, design and implement a research project;
- To help students search for relevant information in multiple sources and to interrogate the knowledge obtained from those sources;
- To help students gain the ability to synthesise information gathered from multiple sources;
- To introduce students to theories, research methods and techniques applicable to their chosen area of investigation;
- To equip students with the skill of relating the outcomes of their studies to existing academic literature and also how to locate their contribution within the broader body of knowledge in their chosen area of study; and
- To equip students with advanced research skills and the ability to communicate their ideas coherently and independently both orally and in written form.

### CORE COMPETENCIES

This module sets out to assist students to:

- Report their research to the academic community through scientific papers and presentations, but also to a more general public;
- Apply knowledge and skills that they learned in the research Honours classes, as well as knowledge and skills from independently found sources of knowledge to design, execute and report research independently;
- Become ethically competent researchers;
- Plan, carry out and execute a research project;
- Report and present research to an academic community.

### LEARNING OUTCOMES

At the end of the module, students should be able to:

- Demonstrate ability to conceptualise, design and implement a research project that will contribute to existing knowledge in their chosen area of investigation;
- Demonstrate a critical knowledge of their chosen area of investigation;
- Demonstrate an ability to synthesise information from multiple sources;
- Demonstrate an understanding of the theories, research methods and techniques that are appropriate to an Honours dissertation in Media Studies and/or related fields;
- Demonstrate an ability to relate the outcomes of their studies to existing academic literature and to situate their contribution within the broader body of knowledge in their chosen area of investigation;
- Demonstrate advanced skills in research and the ability to communicate clear, coherent and independent exposition of relevant knowledge and ideas.

### MODULE CONTENT

- Conceptualisation of research, literature review, research questions and theoretical frameworks
- Qualitative and quantitative research methods
- Synthesising and evaluating information from different sources
- Media technologies in research
- Multi-disciplinary and research
- Academic writing skills
- Writing a research proposal

**NOTIONAL STUDY HOURS: 300**

### TEACHING AND LEARNING METHODS

- Lectures
- Assignments
- Tests
- Class / group discussions / oral presentations
- Self-directed study
- Group and individual projects

## ASSESSMENT METHODS AND WEIGHTING

Learners will be assessed on the following basis: Mini-dissertation

## REFERENCES

- Fourie, P.J. (Ed.) (2009). *Media Studies: Media Content and Media Audiences, Vol 3*. Cape Town: Juta & Co. Ltd.
- Krippendorff, K. (2013). *Content Analysis: An introduction to its Methodology*. Third Edition. Los Angeles, London, New Delhi, Singapore: SAGE Publications.
- McQuail, D., Golding, P. & De Bens, E. (2005). *Communication Theory and Research: An EJC Anthology*. London, Thousand Oaks, New Delhi: SAGE Publications.
- Wimmer, R.D. & Dominick, J.R. (2011). *Mass Media Research: An Introduction*. 9<sup>th</sup> Edition. Boston: Wadsworth.
- Recommended Books
- Babbie, E. 2010. *The Practice of Social Research*. Wadsworth: Cengage Learning.
- Bless, C.H., Smith, E.H. & Kagee, A. 2009. *Fundamentals of Social Research Methods: An African Perspective*. Cape Town: Juta.
- Du Plooy, G.M. 2002. *Communication Research: techniques, methods and applications*. Lansdowne: Juta
- Kumar, R. 2005. *Research Methodology: A Step-by-Step Guide for Beginners*. London: Sage Publication.
- McMillan, M.M. & Schumacher, S. 2006. *Research Education: Evidence-Based*. Boston: Pearson Education.
- Mouton, J. 2009. *Understanding Social Research*. Pretoria: Van Schaik.
- Maree, K. (Ed.). 2007. *First Steps in Research*. Pretoria: Van Schaik.

**TITLE OF MODULE : MEDIA ANALYSIS (CORE)**  
**MODULE CODE : MST 5522**  
**CREDIT VALUE : 25**  
**NQF LEVEL : 8**  
**PRE-REQUISITES : BA (MEDIA STUDIES) OR EQUIVALENT**

## MODULE AIMS

- To empower the students with knowledge of theoretical approaches and practices that facilitate generation, production and analysis of media content.
- To enable students to evaluate typical explanations of purpose in framing public discussions in media from communicators and audience perspectives.
- To demonstrate skills for analysing and interpreting topical issues organisation in media texts for servicing the society.
- To engage learners in reviewing, evaluating and managing information in response to community problems and issues

## CORE COMPETENCIES

The module is designed to foster the following core competencies in students:

- To acquire knowledge and understanding of analytical and interpretive skills.
- To become effective communicators/spokespersons.
- To become active in critical thinking and research skills applications.
- To be able to use problem identification and solving skills in monitoring the cultural temperature of the society.

## LEARNING OUTCOMES

By the end of the module, students should be able to:

- Demonstrate ability to identify, apply, reflect and critique the theories and approaches facilitating scholarship and research in media as a discipline.
- Demonstrate knowledge and understanding of media literacy concepts, strategies and methodologies for evaluating and production of new knowledge in the field.
- Engage in problem solving by critiquing mass media discourse and generating solutions and insights applied in media message system across different cultures.
- Understand institutional communication systems, production and management of information for analysis of different types of media texts, advertising discourses, broadcasting interviews, discursive production of race and gender roles.
- Manage own learning strategies independently in preparation for life-long learning in production of new knowledge and development of practices in the field.

## MODULE CONTENT

- Theories and approaches for media analysis
- Marxist critical theory and economism.
- Foucauldian discourse analysis- power in general politics.
- Textual analysis: narrative and argument
- Discourse analysis: Language as communication
- Frame analysis
- Media texts: organisation
- Semiotic analysis: The structuralist approaches
- Narrative analysis
- The basic narrative paradigm
- Umberto Eco's narrative model
- Postmodern narrative
- Content analysis- the power of media
- Conversation analysis for broadcasting interviews
- Discourse and media influence: content categories
- Advertising discourse: selling between lines- forms and factors
- Political cartooning and music manipulation in media
- Critical Discourse Analysis- media impacts on liberty, equality and solidarity.

## PROJECT

- Students will conduct an evaluative analysis of a variety of news texts, under such subheadings: features, type of discourse analysis approach applied (structural or functional), context, hearers' and readers' interpretation, and so on.
- At the end of the project, students will produce a report which will focus on the language of news, and justify how they arrived at such conclusions.

## TEACHING AND LEARNING METHODS

- Lectures
- Assignments
- Tests
- Class/ group discussions/oral presentations
- Self-directed study
- Group and individual projects

## NOTIONAL STUDY HOURS: 200

## ASSESSMENT METHODS AND WEIGHTING

Formative 60%  
Summative 40%

## PRESCRIBED BOOKS

Fairclough, I. 2013. *Political Discourse analysis: A method for advanced students*. London, Routledge.  
Fairclough, I & Fairclough, N. 2003. *Political Discourse Analysis: A Method for Advanced Students*. New York: Routledge.  
Matheson, D. 2005. *Media Discourses: Analysing Media texts*. England. Open University Press.  
Talbot, M. 2007. *Media Discourse: A representation and interaction*. Edinburg, Edinburg University Press.

## RECOMMENDED BOOKS

Bednarek, M. 2006. *Evaluation in media newspaper corpus*. Great Britain, Continuum.  
Deacon, D; Pickering, M; Golding, P; Murdock, G. 2007. *Researching Communications. A Practical Guide to Methods in Media and Cultural Analysis*. New York, Oxford University Press.  
Fourie, P.J. 2009. *Media Studies: Media Content and Media Audiences*. Cape Town, Juta.  
Van Dijk, T. A. 1985. *Discourse and communication: New Approaches to the analysis of mass media*. New York. Walter de Gruyter.

**TITLE OF MODULE :** MASS MEDIA THEORY (ELECTIVE)  
**MODULE CODE :** MST 5523  
**CREDIT VALUE :** 20  
**NOF LEVEL :** 8  
**PRE-REQUISITE :** BA (MEDIA STUDIES) OR EQUIVALENT

#### **MODULE AIMS**

- To help students understand the historical development of mass media theories and how they link with historically important social, political and technological events/issues in the field of mass communication
- To interrogate media theories and understand their complexities;
- To evaluate media theories and their applicability to the 21<sup>st</sup> century media landscape;
- To identify and describe key theoretical frameworks and perspectives associated with the social role of media.

#### **CORE COMPETENCIES**

This module sets out to assist students to:

- To become critical thinkers and problem solvers;
- To have a deep knowledge of media theories
- To become team players and excellent communicators

#### **LEARNING OUTCOMES**

At the end of the module, students should be able to:

- To demonstrate an understanding of the historical development of mass media theories and how they link with historically important social, political and technological events/issues in the field of mass communication;
- To demonstrate an ability to interrogate mass media theories and evaluate their applicability to the 21<sup>st</sup> century media landscape;
- To demonstrate the ability to apply, in a critical manner, media theories in different media contexts;
- To demonstrate an understanding of the complexities of mass media theories;
- To demonstrate a sound knowledge of the theories and paradigms through which media are analysed; and
- To demonstrate the ability to choose and apply appropriate media theories in specific contexts.

#### **MODULE CONTENT**

- Historical overview of communication studies since the early 20<sup>th</sup> century
- Normative theories
- Source theories (Agenda Setting; Gate Keeping)
- Message theories (Propaganda theories, Framing, Social Construction, Two-Step Flow)
- Channel theories (Technological determinism)
- Social Theories (Uses and Gratifications, Cultivation, Knowledge Gap theories)
- Public Sphere
- Globalisation
- Hegemony
- Feminist theories
- Modernism and Postmodernism

**NOTIONAL STUDY HOURS: 200**

#### **TEACHING AND LEARNING METHODS**

- Lectures
- Assignments
- Tests
- Class/ group discussions/oral presentations
- Self-directed study
- Group and individual projects

#### **PRESCRIBED BOOKS**

Baran, S.J. (2003) *Mass Communication Theory: Foundations, ferment & Future*. 3<sup>rd</sup> Edition. Belmont, CA: Wadsworth.  
Folarin, B. (2003). *Theories of Mass Communication: An Introductory Text*  
Grosberg, L. et al. (1998). *Media Making: Mass Media in a Popular Culture*. Thousand Oaks: SAGE.  
Jeffres, L.W. (1997). *Mass Media Effects*, 2<sup>nd</sup> Edition. Illinois: Waveland Press Inc.

Severin, W.J. & Tankard, J.W (Jr) (2001). Communication Theories: Origins, Methods & Uses in the Mass media. 5<sup>th</sup> Edition. New York: Longman.  
McQuail, D. (2010). Mass Communication Theory: An Introduction. Thousand Oaks: SAGE.

**MODULE TITLE** : **DIGITAL MEDIA AND SOCIETY (ELECTIVE)**  
**MODULE CODE** : **MST 5524**  
**CREDIT VALUE** : **20**  
**NQF LEVEL** : **8**  
**PRE-REQUISITE** : **BA (MEDIA STUDIES) OR EQUIVALENT**

#### **MODULE AIMS**

- Provide an opportunity for future media practitioners to acquire knowledge and engage in the area of new media technology.
- Look at the latest developments in new media, social and economic aspects of the Internet, knowledge development and also multimedia trends.
- Equip students with knowledge on online journalism skills in order for them to leverage the opportunities of the new media movement.
- Sensitise students about the interactions between new media and the wider society and culture.

#### **CORE COMPETENCIES**

This module sets out to assist students to

- Acquire knowledge and understand new media in such a way that they are oriented to change and can cope with future media changes.
- Apply both theoretical and practical angles of new media complexities with a clear focus on skills.
- Interrogate multiple sources of knowledge in new media.
- Critically evaluate media studies knowledge and various processes of knowledge production in new media.

#### **LEARNING OUTCOMES**

At the end of the module, students should be able to:

- Apply and analyse new media in the information society within the social, economic, educational, and political.
- Demonstrate their knowledge and understanding of regulatory aspects of the new media, as well as their impact on society and users in general.
- Analyse the impact of new media technology in our lives: at home and at work.
- Critically demonstrate their understanding of latest developments in new media, especially in selected African countries.

#### **MODULE CONTENT**

- An overview of new media
- Survey of new media
- New media theories
- Media convergence
- Development of communications technology
- New media and knowledge management
- South Africa: an information society?
- Community development and the Internet
- New media as a political sphere
- The Internet and the information society
- New media and development
- Legal issues and new media
- cyber crime
- Social media addiction disorder
- Information and communication technology in South Africa
- The social and economic aspects of the Internet
- South Africa's ICT policy and new media regulations

**NOTIONAL STUDY HOURS: 200**

#### **TEACHING AND LEARNING METHODS**

- Lectures

- Assignments
- Tests
- Class/ group discussions/oral presentations
- Self-directed study
- Group and individual projects

#### ASSESSMENT METHODS AND WEIGHTING

- Research projects
- Oral and written presentations
- Tests 10%
- Assignments 20%
- Presentations 10%
- Group work 20%
- Examinations 40%

Learners will be assessed on the following basis

- Assignments
- Presentations
- Group work
- Examinations
- Research projects

#### PRESCRIBED BOOKS

Lesame, Z. (2005). *New Media: Technology and Policy in Developing Countries*. Pretoria: Van Schaik Publishers.  
 Lesame, Z. Mbatha, B. and Sindane, S. (2012). *New Media in the information Society*. Pretoria: Van Schaik Publishers.

#### RECOMMENDED READINGS

- Alejandro, J. 2010. Journalism in the age of social media. Reuters institute for the study of journalism report. University of Oxford.
- Balancing Act, 2014. The sub-Saharan African Media Landscape- Then, Now and in the Future. August, Report: <http://www.balancingact-africa.com>.
- Basson, A. 2006. New media usage among youth in South Africa. *Gender and Media Diversity Journal*, 3(4): 136-142.
- Bosch, T. 2010. Digital journalism and online public spheres in South Africa. *Communicatio*, 36(2):264-290.
- Chishala, F.C. 2015. Ethical challenges posed by online media to journalism: Case of the Zambian watchdog. *Global Media Journal*, 9(1):33-46.
- Duncan, J., Meijer, I.C., Drok, N., Garman, A., Strelitz, L., Steenveld, L., Bosch, T., Ndlovu, M. & Media Tenor. 2013. *A baseline study of youth identity, the media and the public sphere in South Africa*. Report compiled by Vanessa Malila. School of Journalism and Media Studies, Grahamstown: Rhodes University.
- Festoon Media. 2010. New media branding: A comprehensive study. *White Paper Release Date: April, 2010*.
- Fourie, P.J. 2007. The impact of globalisation and communication technology on media and media communication. In P.J. Fourie (Ed.). *Media studies: volume 1: Media History, Media and Society*, 2<sup>nd</sup> ed. pp 363-369. Cape Town: Juta.
- Fusaro, M. and Agbobli, C. 2015. ICTs, mobile telephony and politics in Africa: the end of the communication for development. *Global Media Journal*, 9(1):80-104.
- Jakubowicz, K. 2009. A new notion of media? Media and media-like content and activities on new communication services. Media and Information Society Division Directorate General of Human Rights and Legal Affairs Council of Europe.
- Newman, N. 2011. Mainstream media and the distributions of news in the age of social discovery. Reuters institute for the study of journalism, September report. University of Oxford.
- Lesame, Z. 2000. The new Independent Communications Authority of South Africa: its challenges and implications for telecommunications liberalisation in the country, *Communicatio*, 26:(2)28-36.
- Yzer, M.C and Southwell, B.G. 2008. New communication technologies, Old questions. *American Behavioural Scientist*, 52(1): 8-20

**TITLE OF MODULE : MEDIA SOCIOLOGY (ELECTIVE)**  
**MODULE CODE : MST 5525**  
**CREDIT VALUE : 20**  
**NQF LEVEL : 8**  
**PRE-REQUISITES : BA (MEDIA STUDIES) OR EQUIVALENT**

#### MODULE AIMS

- Provide students the opportunity to gain knowledge of the key theories and concepts in Media Sociology.

- Enable students to understand how the media shape and are shaped by society.
- Enable students demonstrate knowledge of the key debates and arguments in Media Sociology.
- Enable students to demonstrate the practical application of the theories gleaned from Media Sociology.

#### **CORE COMPETENCIES**

This module sets out to assist students to:

- To become critical thinkers and problem solvers;
- To have a deep knowledge of media sociology;
- To become competent scholars of media sociology;
- To become team players and excellent communicators.

#### **LEARNING OUTCOMES**

At the end of the module, students should be able to:

- Demonstrate understanding of key concepts and theories in Media Sociology.
- Demonstrate an ability to interrogate how the media shape and are shaped by society.
- Demonstrate an understanding of the complexities surrounding key debates and arguments in Media Sociology.
- Demonstrate the application of the theories learnt in Media Sociology in the real world.

#### **MODULE CONTENT**

- Sociology of News Organisations
- The Sociology of News Production
- Mass Media and Socialization
- Social Construction Theory
- Social Learning Theory
- Media, Culture and Communication
- Media and Globalization
- Cultural Imperialism
- Media Imperialism
- Media, Ideology and Hegemony
- Media Representation of Reality
- Gender, Race and Class and the Media
- Mass Media Audiences in the context of 'Traditional' and New Media
- Media Consumption
- Sport, Media and Communication
- Media and Sports Mega Events
- New Media and Social Change
- Popular Culture, Media and Communication
- Mass Media, Communication and Politics

**NOTIONAL STUDY HOURS: 200**

#### **TEACHING AND LEARNING METHODS**

- Discussions
- Seminar presentations
- Proposal presentations
- Consultations
- Self-directed learning
- Introductory lectures
- Seminar presentations
- Discussions
- consultations
- proposal presentations
- Self-directed learning

#### **ASSESSMENT METHODS AND WEIGHTING**

- Tests/assignments = 40%
- Group Presentation = 20%
- Individual Presentation = 40%

## ASSESSMENT CRITERIA FOR CONTENT

- Learning outcomes and competencies
- Learners will be assessed on the following basis:
- Examples:
- Written Work:
- Ability to compile a research report in a scientific manner in a Thesis

## PRESCRIBED BOOKS

Barrat, D. (1986). *Media Sociology*, U.K: Routledge.  
Boyd-Barrett O. & Newbold. C. (eds) (1995). *Approaches to Media: A Reader*. London:  
McNair, B. (1998) *Sociology of Journalism*. London: Arnold.  
McQuail, D. (1990) *Media Performance: Mass Communication and the Public Interest*, London, Sage Publications.  
O'Shaughnessy, M., (1999) *Media and Society: An Introduction*. New York: Routledge.  
O'Shaughnessy, M., (1012) *Media and Society*. Oxford: Oxford University Press.

## RECOMMENDED BOOKS/SOURCES

Anderson, B. (1983) *Imagined Communities*. London and New York: Verso  
Carey, J. (1992) *Communication as Culture: Essays on Media and Society*, Boston, Unwin.  
Cashmore E. (2013) *Celebrity Culture*. London: Routledge  
Curran J., Gurevitch M. (1991) *Mass Media and Society*, London.  
Curran, J. & Gurevitch, M. (ed) (2000). *Mass Media and Society, Third Edition*. London: Arnold.  
Curran, J., (2000) *Media Organisations in Society*. London: Arnold.  
De Beer, A.S. (1998) *Mass Media: Towards the Millennium: The South African Handbook of Mass Communication*, Pretoria, Van Schaick.  
Dimbley R., & Burton G. (1998) *More Than Words: An Introduction to Communication*, London, Routledge.  
Dyer, R., (1993) *The Matter of Images: Essays on Representations*. New York: Routledge.  
Fiske J. (1990) *Introduction to Communication Studies*, London, Methuen.  
Fourie, P. J. (ed.) 2001a. *Media Studies: Institutions, theories and Issues, Vol. 1*, Lansdowne: Juta (3 Copies).  
Fourie, P. J. (ed.) 2001b. *Media Studies: Content, Audiences and production, Vol. 2*, Lansdowne: Juta.(3 Copies).  
Fourie, P.J. (ed.) 2008. *Media Studies: Policy, Management and Media Representation, Vol 2, Second Edition*. Cape Town: Juta.  
Fouries Pieter (ed) (2007) *Media Studies: Media History, Media and Society, Volume 1*, Cape Town, Juta Publications.  
Fouries P., (ed) (2008) *Media Studies, Volume 2, Policy, Management and Media Representation*, Cape Town, Juta Publications.  
Greer, G. (ed.) 2008. *Introducing Journalism and Media Studies*. Cape Town: Juta.  
Hallin, D. & Mancini, P. (2004) *Comparing Media Systems: Three Models of Media and Politics*: Cambridge.  
Kotarba Joe & Vannini Phillip (2013) *Understanding Society Through Music*. London: Routledge.  
Lester, P.M. (2006) *Visual Communication Images With Messages*. United States: Thompson Wardsworth.  
Louw Eric (2001) *The Media and Cultural Production*, London, Sage Publications.  
Lull J. (1995) *Media, Communication and Culture*, Cambridge, Polity Press.  
McNair, B. (1998) *Sociology of Journalism*. London: Arnold.  
McQuail, D. (1990) *Media Performance: Mass Communication and the Public Interest*, London, Sage Publications.  
McQuail Denis (2000) *Mass Communication Theory: An Introduction*, London, Sage Publications.  
Mirrless T. (2013) *Global Entertainment: Between Cultural Imperialism and Cultural Globalization*. London: Routledge  
Morely, David (1992) *Television, Audience and Cultural Studies*, London, Routledge.  
Nauright, J. (1997) *Sport, Culture and Identities in South Africa*: London: Leicester University Press.  
Reed, TV (2014) *Making Sense of Digital Lives, Culture, Power and Social Change in the Internet Era*.  
Roberts, C. (ed) (1989) *Sport and Transformation, Contemporary Debates in South African Sport*. Cape Town: Cape Town Publishing Cooperative.  
Rodman, G. (2013) *Race and Media Reader*. London: Routledge.  
Schudson, M. (1995) *The Power of News*: Cambridge. MA: Harvard University Press.  
Shoemaker, P., J & Reese, Stephen D. (2013) *Mediating the Message in the 21<sup>st</sup> Century: A Media Sociology Perspective*.  
Valdivia, A. N. (ed) 2003. *A Companion to Media Studies*. Oxford: Blackwell Publishing.  
Wells, A., (1997) *Mass*

**TITLE OF MODULE** : **GENDER, RACE, CLASS AND THE MEDIA (ELECTIVE)**  
**MODULE CODE** : **MST 5526**  
**CREDIT VALUE** : **20**  
**NQF LEVEL** : **8**  
**PREREQUISITES** : **BA (MEDIA STUDIES) OR EQUIVALENT**

#### **MODULE AIMS**

- To expose students to different theoretical approaches of gender, race and class;
- To enable students to interrogate and evaluate the knowledge learnt and the processes involved in the production of gender, race and class media content;
- To equip students with skills to critically interrogate links between gender, race, class and the media;
- To equip students with critical skills to identify, analyse and address complex gender, race and class problems in the media today, drawing from the learnt knowledge
- To enable students to interrogate how gender stereotypes manifests in the media;
- To sensitise students on various ethical and other legal issues, with a particular focus on gender, race and class issues affecting the media and its audiences today;
- To equip students with skills to adapt their professional practices and personal views to fit the needs of a diverse South Africa population, in particular;
- To enable learners to demonstrate the ability to take full responsibility for their work, decision-making and use of resources, and full accountability for decision and actions of others where appropriate;
- To equip students to develop desire to engage in on going learning habits.

#### **CORE COMPETENCIES**

This module sets out to assist students to:

- Become knowledgeable in issues relating to gender, race and class in the media;
- Become critical thinkers and problem solvers;
- Develop sensitivity towards embracing gender, race and class differences in media coverage;
- Become sensitive to various ethical and legal issues, with a particular focus to gender, race and class issues;
- Become competent media practitioners;
- Develop lifelong learning habits; and
- Ensure learners develop on going learning habits

#### **LEARNING OUTCOMES**

At the end of the module, students should be able to:

- Identify, apply, reflect and critique gender, race and class theories and approaches.
- Identify and critique theoretical approaches of gender, race and class inequality.
- Comprehend the significance of gender, race and class in social institutions.
- Critique the ways in which gender, race and class is represented in the media
- Embrace gender, race and class differences in media coverage.
- Understand the various ethical and other legal issues on gender, race and class affecting the media and audiences.
- Become competent media practitioners
- Recognize and avoid common logical and rhetorical fallacies

#### **MODULE CONTENT**

- Concept of gender, race and class
- Theories of gender, race and class
- Feminist theories and media studies
- Society and identity
- Social construction of gender, race, class and the media
- Socialisation
- Political economy
- Racism
- Women in the Media
- Gender, race, class stereotypes
- Psychological, cultural, and institutional theories on racial, gender and class inequality
- Reality vs Representation
- Who We See And Don't See in the Media
- Bennett's Model of intercultural sensitivity
- Representation: gender, race and class in the media
- The Future: Constraints and strategies

## NOTIONAL STUDY HOURS: 200

### TEACHING AND LEARNING METHODS

- Discussions
- Seminar Presentations
- Proposal presentations
- Consultations
- Self-directed learning

### ASSESSMENT METHODS AND WEIGHTING

- Tests/assignments = 40%
- Group presentation = 20%
- Individual presentation = 40%

### PRESCRIBED BOOKS

- Dines, G. & Humez, J. M. eds., 2011. *Gender, Race and Class in Media: A Critical Reader*. 3rd ed. Thousand Oaks, California: Sage.
- Andersen, Margaret L. Hill Collins, Patricia eds., 2007. *Race, class, & gender : an anthology*. Belmont, CA : Thomson/Wadsworth
- Dines, G. & Humez, J. M. eds., 2003. *Gender, Race and Class in Media: A text Reader*. 3rd ed. Thousand Oaks, California: Sage.
- Dines, G. & Humez, J. M. eds., 1995. *Gender, Race and Class in Media: A text Reader*. London: SAGE

### OTHER READINGS

- Roy Moodley & Stephen Palmer. Eds., 2006. *Race, culture and psychotherapy: critical perspectives in multicultural practice*. London: Routledge,
- Adoni, H. and Mane, S., 1984. Media and the social construction of reality toward an integration of theory and research. *Communication research*, 11(3), pp.323-340.
- Bennett, M., 2013. *Basic Concepts of Intercultural Communication: Paradugms, Principles & Practices*. Boston: Intercultural Press.
- Bramlett-Solomon, S. & Carstarphen, D. M., 2014. *Race Gender Class and Media: Studying Mass Communication and Multiculturalism*. 2nd ed. Iowa: Kendall/Hunt Publishing Co.
- Durham, M.G., 1999. Girls, media, and the negotiation of sexuality: A study of race, class, and gender in adolescent peer groups. *Journalism & Mass Communication Quarterly*, 76(2), pp.193-216.
- Fourie, P. J. ed., 2008. *Media Studies: Policy, Management and Media Representation*. 2nd ed. Cape Town: Juta & Co. Ltd.
- Kellner, D., 2011. Cultural studies, multiculturalism, and media culture. *Gender, race, and class in media: A critical reader*, pp.7-18.
- Steeves, H.L., 1987. Feminist theories and media studies. *Critical Studies in Media Communication*, 4(2), pp.95-135.
- Ward, C., Dawes, A. & van der Merwe, A. eds., 2012. *Youth Violence: Sources and Solutions in South africa*. 1 ed. Cape Town: Juta & C. Ltd.

<b>TITLE OF MODULE</b>	<b>:</b>	<b>ADVANCED RADIO STUDIES (ELECTIVE)</b>
<b>MODULE CODE</b>	<b>:</b>	<b>MST 5527</b>
<b>CREDIT VALUE</b>	<b>:</b>	<b>20</b>
<b>SEMESTER</b>	<b>:</b>	<b>1</b>
<b>NQF LEVEL</b>	<b>:</b>	<b>8</b>
<b>PRE-REQUISITES</b>	<b>:</b>	<b>BA (MEDIA STUDIES) OR EQUIVALENT</b>

### MODULE AIMS

This module aims:

- To providing knowledge literacy and prepare students to enter the field of new radio broadcasting in the new globalized world.
- To produce graduates with the necessary skills on problem solving and advanced knowledge in communication.
- To prepare students for accountability and to be the leaders in radio broadcasting with morality, creativity, insightful attitudes and other necessary related skills, particularly.
- To prepare students to apply their knowledge and contribute to helping develop society in a positive way.

## CORE COMPETENCIES

This module sets out to assist students to:

- To produce creative and critical thinking to students;
- To develop in-depth understanding & practical skills of radio broadcasting;
- To equip students with different ways of producing radio programmes;
- To arm students with Radio broadcasting and on-air interview skills.

## LEARNING OUTCOMES

At the end of the module, students should be able to:

- Develop critical radio listening skills;
- Develop lifelong learning habits;
- Understand how media theories are used to supplement the practice of Radio broadcasting;
- Demonstrate an equitable frequency allocation in the African situation;
- Demonstrate an advanced way of doing voice-over commercials;
- Demonstrate an advanced multi-track production;
- Discuss the adaptation of Radio broadcasting to Africa;
- Discuss the South African Radio market structure;
- Understand information age & broadcasting policy in Africa;
- Understand how Radio content is regulated;
- Critically discuss a review of competing Radio broadcasting models;
- Discuss the viability & sustainability of Public Service Broadcasting;
- Discuss challenges facing local content regulation.

## MODULE CONTENT

- Radio theory and history in South Africa
- Critical radio listening skills
- Vocationalism and the radio industries
- Radio Broadcasting practices
- Defining Radio Broadcast content
- National Frequency allocation
- The African situation
- Copy writing
- Voice-over commercials
- Multi-track production
- Digital migration
- Broadcasting regulation
- The market structure
- Information age & broadcasting policy in the age of convergence
- Interactivity multimedia & the digital divide
- African Broadcasting Network
- African Charter on Broadcasting 2001
- Three tier Broadcasting model
- Rationale for Regulating Local content
- Challenges to local content regulation

**NOTIONAL STUDY HOURS: 200**

## TEACHING AND LEARNING METHODS

Discussions  
Seminar Presentations  
Proposal presentations  
Consultations  
Self-directed learning

## ASSESSMENT METHODS AND WEIGHTING

Tests/assignments = 40%  
Group project/Practicals = 20%  
Examination = 40%

Learners will be assessed on the following basis:

- Written Work:

- Ability to compile a research report in a scientific manner in a Thesis Project:
- Not applicable
- Oral Presentations
- The student will defend the theses per University guidelines
- Group Work

## SEMESTER 2

<b>TITLE OF MODULE</b>	:	<b>MEDIA AND DEVELOPMENT (CORE)</b>
<b>MODULE CODE</b>	:	<b>MST 5621</b>
<b>CREDIT VALUE</b>	:	<b>25</b>
<b>NQF LEVEL</b>	:	<b>8</b>
<b>PRE-REQUISITES</b>	:	<b>BA (MEDIA STUDIES) OR EQUIVALENT</b>

### MODULE AIMS

The primary aims of the module are to:

- Provide students the opportunity to gain knowledge of the key theories and concepts in media and development.
- Equip students with skills to critically interrogate the developmental role of the media in development.
- Enable students to demonstrate an understanding of the various traditional communication media and how they can contribute in addressing developmental challenges of the Global South.
- Enable students to demonstrate the practical application of the theories on media and development in everyday situations.

### CORE COMPETENCIES

This module sets out to assist students:

- To become critical thinkers and problem solvers;
- To have a deep knowledge of media and development
- To become competent media and development practitioners
- To become team players and excellent communicators

### LEARNING OUTCOMES

At the end of the module, students should be able to:

- Demonstrate knowledge of the key concepts and theories in media and development.
- Demonstrate the ability to interrogate the role of the media in the development process.
- Demonstrate an understanding of the complexities around various traditional communication media and how they contribute in addressing developmental challenges of the Global South.
- Demonstrate the ability to apply theories and concepts in addressing practical media and developmental problems in society

### MODULE CONTENT

- Normative Media Theories
- Media and Social Change
- The Definition of Development
- Theories of Development
- Development Paradigms
- Modernization Theories
- Dependency Theory
- Neo-Liberalist Theory
- Structural Adjustment
- Another Development
- Post-Development Theory
- Sustainable Development
- Participatory Communication
- Big media and Small Media
- Media as catalysts for Development
- Media and Empowerment
- Interrogating the Notion of Empowerment
- New Media Technologies and Development

- Media, Culture and Development
- Globalization and Development
- Health Communication
- Social Marketing
- Communication for Development (C4D)
- Community Radio and Development
- Theatre for Development

**NOTIONAL STUDY HOURS: 250**

#### **TEACHING AND LEARNING METHODS**

- Discussions
- Seminar Presentations
- Proposal presentations
- Consultations
- Self-directed learning

#### **ASSESSMENT METHODS AND WEIGHTING**

- Tests/assignments = 40%
- Group Presentation = 20%
- Individual Presentation = 40%

Learners will be assessed on the following basis:

- Written work: tests, examinations
- Oral presentations
- Group project

#### **PRESCRIBED BOOKS**

- Apter, D.E. (1987) *Rethinking Development: Modernization, Dependency and Post-Modern Politics*. London: Sage Publications.
- Melkote, S. (1991), *Communication for Development in The Third World, Theory and Practice*, New Dheli, Sage Publications.
- Melkote, S.R. (1991), *Communication for Development in the Third World*. New Delhi. Sage Publications.
- Melkote, S.R. and Steeves, H.L (2001) *Communication for Development: Theory and Practice for Empowerment*, New Delhi: Sage Publications.

#### **RECOMMENDED BOOKS**

- Backer, T.E., Rogers, E.M., Sopory, P., (1992), *Designing Health Communication Campaigns; What Works*, California, Sage Publications.
- Lerner, D. (1958) *The Passing of Traditional Society: Modernizing the Middle East*. Glenco: Free Press.
- Maibach, E. & Parrot, R.L. (1995), *Designing Health Messages*, London, Sage Publications.
- Manyozo, L. (2012) *Media, Communication and Development: Three Approaches*. New Delhi: Sage Publications.
- McMichael P. (2012) *Development and Social Change: A Global Perspective*.
- Mda, Z. (1993), *When People Play People; Development Communication Through Theatre*, Johannesburg, Witwatersrand University Press.
- Piotrow, P.T. et al (1997). *Health Communication, Lessons from family planning and reproductive health*, London, Praeger.
- Rice, E., Atkin C.K. (1989), *Public Communication Campaigns*, California, Sage Publications
- Salmon, C.T., (1989), *Information Campaigns; Balancing Social Values and Social Change*, California, Sage Publications.
- Salmon, C.T., (1989), *Information Campaigns; Balancing Social Values and Social Change*, California, Sage Publications.
- Schramm, W. (1964) *Mass Media and Development*. California. Stanford.
- Servaes, J, Jacobson, T.L. and White, S.A. (Eds) *Participatory Communication for Social Change*. New Delhi: Sage Publications.
- Servaes, J. (1995) *Development Communication for Whom and for What? Communication 21(1): 39-49.*
- Sher, C., Hankins, C. & Bennet, L. (1996) *Aids as a Gender Issue*, London, Taylor and Francis Publishers.
- Sparks, Colin (2007). *Globalization and Mass Media*. London: Sage Publications.
- White, R.S. (1990) *Community Radio as Alternative to Traditional Broadcasting*. *Media Development 4(6) 14-16.*
- White, Shirley, (2003) *Participatory Video: Images that Transform and Empower*. London: Sage Publications

**TITLE OF MODULE** : **AFRICAN MEDIA SYSTEMS (ELECTIVE)**  
**MODULE CODE** : **MST 5622**  
**CREDIT VALUE** : **20**  
**PRE-REQUISITES** : **BA (MEDIA STUDIES) OR EQUIVALENT**

### **MODULE AIMS**

This module aims:

- To give students a historical overview of media systems of selected African countries;
- To give students a critical understanding of media systems as well as the functions of the media in selected African countries;
- To give students a critical understanding of how new media technologies have impacted media systems in selected African countries;
- To give students a critical understanding of the different colonial policies and regulations that influenced the media systems of selected African countries;
- To give students the ability to interrogate the media policies and regulations of selected African countries;
- To help students gain a critical understanding of media ethics and values in selected African countries.

### **CORE COMPETENCIES**

This module sets out to assist students to:

- To become creative, analytical and critical thinkers;
- To gain conceptual and analytic skills that are critical for one to understand the operations of the media in general, and African media in particular

### **LEARNING OUTCOMES**

At the end of the module, students should be able to:

- To demonstrate extensive knowledge and understanding of the factors that motivated the development of mass media in the selected African countries;
- To demonstrate a critical understanding of how different colonial policies influenced mass media systems in different regions of Africa;
- To demonstrate the ability to interrogate and evaluate how new media technologies have impacted on media systems in selected African countries;
- To demonstrate an understanding of the complexities of media policies and regulations in selected African countries; and
- To demonstrate a critical understanding of media ethics and values in the media of selected African countries.

### **MODULE CONTENT**

This module intends to provide students with a critical understanding of media systems in various African contexts. Because Africa is not a homogenous continent, a case study approach will be used to expose students to different media systems in Africa. These systems will be chosen according to the regions of Africa, namely Southern Africa, East Africa, West Africa and North Africa. Topics covered are as follows:

- Historical overview of mass media in Africa;
- Media in the era of colonialism in selected African countries;
- Comparing media systems of selected African countries and those of other countries outside Africa;
- Colonial legacy and media systems in selected African countries;
- Media and democracy;
- Media policies and media regulation in selected African countries;
- New Media technologies and democracy;
- Development journalism;
- Media ownership structures in selected Africa.

**NOTIONAL STUDY HOURS: 200**

### **TEACHING AND LEARNING METHODS**

- Discussions
- Seminar Presentations
- Proposal presentations
- Consultations
- Self-directed learning

## ASSESSMENT METHODS AND WEIGHTING

- Tests/assignments = 40%
- Group project = 20%
- Examination = 40%

Learners will be assessed on the following basis:

- Written work: tests, examinations
- Oral presentations
- Group project

## PRESCRIBED BOOKS

- Ainslie, R. (1966). *The Press in Africa: Communications, Past and Present*. London: Victor Gollancz Ltd.
- Ansah, P.V.A. (1991). *The Legal and Political Framework for a Free and Pluralistic Press in Africa*. UNESCO, Windhoek.
- Bourgault, L (1995). *Mass Media in Sub-Saharan Africa*. Bloomington and Indianapolis: Indiana University Press.
- Burton, F. (1979). *The Press of Africa: Persecution and Perseverance*. London: MacMillan Press.
- Moyo, D. & Chuma, W. [Eds.] (2010). *Media Policy in a Changing Southern Africa: Critical Reflections on Media Reforms in the Global Age*. Pretoria: UNISA Press.
- Faringer, G.L. (1991). *Press Freedom in Africa*. New York: Praeger Publishers.
- Fourie, P.J. (2007). *Media Studies, Vol 2. Policy, Management and media Representation*. Cape Town: Juta & Co. Ltd.
- Fourie, P.J. (2007). *Media Studies: Media History, Media and Society, Vol 1*, Second Edition. Cape Town: Juta & Co. Ltd.
- Hatchten, W.A. (1971). *Muffled Drums: The News Media in Africa*. IOWA: IOWA University Press.
- Mytton, G. (1983). *Mass Communication in Africa*. London: Edward Arnold.
- Nyamnjoh, F.B. (2005). *Africa's Media: Democracy and the Politics of Belonging*. London: Zed Books.
- Potter, E. (1976). *The Press as an Opposition: The Political Role of South African Newspapers*.
- Tomaselli, K., Tomaselli, R. & Muller, J. (Eds.). 2001. *Narrating the Crisis: Hegemony and the South African Press*. Denver, CO: Academic Books.
- Ugboajah, F.O. (Ed.) (1985). *Mass Communication, Culture and Society in West Africa*. New York: Hansell Publishers.

## RECOMMENDED READINGS

- ANC (2010) Media Transformation, Ownership and Diversity retrieved from <http://www.anc.org.za/docs/discus/2010/mediad.pdf>
- Banda, F (2007) An appraisal of the applicability of development journalism in the context of public service broadcasting (PSB). *Communicatio: South African Journal for Communication Theory and Research*. Volume 33(2), pp. 154-170
- Berger, G (2010) The Struggle for press freedom self-regulation in contemporary South Africa: charting a course between an industry charade and a government format. *Communicatio: South African Journal for Communication Theory and Research*. Volume 36(3) pp 289-308
- Berger, G. (2002). Theorising the Media-Democracy Relationship in Southern Africa. *Gazette: The International Journal of Communication Studies*. 64(1): 21 – 45.
- Bourgault, L (1995) *Mass Media in Africa*. Indiana University Press [chapters 1 & 2]
- Christians, C et al (2009) *Normative Theories of the Media: Journalism in Democratic Societies*. Urbana and Chicago: University of Illinois. Chapters 1 & 2
- de Albuquerque, Alfonso (2013) 'Media/politics connections: beyond political parallelism' in *Media, Culture & Society*, 35 (6) 742-758
- Fourie, P (2008) Ubuntuism as a framework for South Africa media practice and performance: Can it work? *Communicatio: South African Journal for Communication Theory and Research*. Volume 34(1): 53-79
- Hallin and Mancini (2004), Part 1 - Concepts and Methods - Comparing Media Systems pp 21-44, from Hallin and Mancini (2004) *Comparing Media Systems*, New York: Cambridge University Press
- Held, D (1992) Democracy: From City-States to a Cosmopolitan Order? *Political Studies*, XL, Special Issue, 10-39.
- Klimkiewicz, Beata (2010) 'Structural Media Pluralism' in the *International Journal of Communication* 4, 906-913
- Musa, B (2007) Who is a Development Journalist? Perspectives on Media Ethics and Professionalism in Post-Colonial Societies. *Journal of Mass Media Ethics*, 22(4), 315-331
- Mwabwezara, H (2014) 'Digital technologies and the evolving African newsroom': towards an African journalism epistemology. *Digital Journalism*, Vol 2. No. 1, 2-11
- Nerone, J (1995) *The Last Rights: Revisiting Four Theories of the Press*. Urbana and Chicago. University of Illinois. Chapter 1
- Nyamnjoh, F. B. (2005). *Africa's Media: Democracy & the Politics of Belonging*. London: Zed Books. [chapter 1]
- Nyamnjoh, F.B. (2005). Media and the state in Africa: Continuities and discontinuities. In Kareithi, P. & Kariithi, N. (eds.), *Untold Stories: Economics and Business Journalism in African Media*. Johannesburg: Wits University Press, 32 – 61.
- Obonyo, L (2011) Towards a theory of communication for Africa: The challenges for emerging democracies. *Communicatio: South African Journal for Communication Theory and Research*
- Olawuyi, E.A (2012) Setting the Agenda for Decolonising African Media Systems. In Nicholas Creary (ed.) *African Intellectuals and Decolonisation*. Ohio: Ohio University Press.
- Paterson, C (2013) Journalism and Social Media in the African context: *Ecquid Novi: African Journalism Studies*. Volume 34 (1), pp 1-6

- Paterson, C and Mwabweazara, H (2011) New Media and Journalism practice in Africa: An Agenda for research. *Journalism*. 12(6) 667-673.
- Press Freedom Commission (2012) Report on Press Regulation in South Africa. Published by: Print Media South Africa and South African National Editors Forum (SANEF): Parklands, South Africa Retrieved from <http://images.businessday.co.za/PressRegulationReport.pdf>
- Poku, N and Mdee, A (2011) "Colonialism, Racism and African Resistance". In N. Poku and A. Mdee Politics in Africa: A New Introduction. London: Zed Books
- Sesanti, S (2010) The concept of 'respect' in African culture in the context of journalism practice: An Afrocentric intervention. *Communicatio: South African Journal for Communication Theory and Research*. Volume 36(3) pp 343-358

**MODULE TITLE** : GLOBAL MEDIA SYSTEMS (ELECTIVE)  
**MODULE CODE** : MST 5623  
**CREDIT VALUE** : 20  
**NOF LEVEL** : 8  
**PRE-REQUISITES** : BA (MEDIA STUDIES) OR EQUIVALENT

#### MODULE AIMS

The primary aims of the module are to:

- Provide students the opportunity to gain knowledge of the key theories and concepts in relation to global media systems.
- Enable students to understand how the dynamics attendant to the structure, ownership, and practices of media ownerships globally.
- Enable students demonstrate knowledge of the key debates and arguments in relation to the global media system.
- Enable students to demonstrate the practical application of the theories gleaned from Global Media Systems.
- Sensitize students on the impact of global conglomerates on the non-Western societies.

#### CORE COMPETENCIES

This module sets out to assist students to:

- To become critical thinkers and problem solvers;
- To have a deep knowledge of global media structures;
- To become competent scholars of the global media systems;
- To become team players and excellent communicators.

#### LEARNING OUTCOMES

At the end of the module, students should be able to:

- Demonstrate an understanding of the key concepts and theories and debates around the global media system.
- Demonstrate the ability to interrogate the intricacies and dynamics of the global media system.
- Demonstrate an understanding of the complexities around key debates and arguments in relation to the global media system.
- Demonstrate to apply theories learnt in Global Media Systems in analysing situations and scenarios the real world.
- Demonstrate the ability to critically review the impact of global media conglomerates in non-Western societies.

#### MODULE CONTENT

- The Structure of the Global Media System
- The core-periphery concept
- Transnational Media
- International media Organizations
- Globalization and the Media
- Media ownership and Concentration
- The New Communication Order Debate
- Cultural Imperialism
- Media Imperialism,
- Globalization and Glocalization
- New Media Technologies
- Global Media and National Policies in the Digital Age
- Media Policy in the Era of Globalization
- Global Markets and Global Audiences
- Social Media Networks and Global Cultures
- Intercultural Communication

- Digital Global Media
- Global Comparative Media Research

**NOTIONAL STUDY HOURS: 200**

#### ASSESSMENT METHODS AND WEIGHTING

- Tests/assignments = 40%
- Group Presentation = 20%
- Individual Presentation = 40%

Learners will be assessed on the following basis:

- Written work: tests, examinations
- Oral presentations
- Group project

#### PRESCRIBED BOOKS

Badjiakian, B. H. (2004). *The New Media Monopoly*. Boston: Beacon Press.  
 Herman, E. and McChesney, R. (2001). *Global Media: The New Missionaries of Global capitalism*. New York: New Press.  
 MacChesney, R. (1999). *Rich Media, Poor Democracy: Communication Policies in a Dubious Times*. New York: New Press.  
 McPhail Thomas, L. (2010). *Global Communication: Theories, Stakeholders, and Trends*. Malden, MA: Wiley-Blackwell.

#### RECOMMENDED BOOKS/SOURCES

Flew, Terry, Iosidis Petros and Steemers Jeanette (2016) *Global Media and National Policies: The Return of the State*. Basingstoke: Palgrave MacMillan  
 Hatchen, William and Scotton, James, F (2007) *The World News Prism: Global Information in a Satellite Age*. Malden, Ma: Blackwell Publishing.  
 Thomas, Pardip and Nain, Zharom (2004) (eds) *Who Owns the Media? Global Trends and Local Resistance*. London: Zed Books.  
 Volkmer, Imgrid (2012) *The handbook of Global Media Research*: Sussex: Blackwell Publishing

**TITLE OF MODULE : ADVANCED TELEVISION STUDIES (ELECTIVE)**  
**MODULE CODE : MST 5624**  
**CREDIT VALUE : 20**  
**NQF LEVEL : 8**  
**PRE-REQUISITES : BA (MEDIA STUDIES) OR EQUIVALENT**

#### MODULE AIMS

This module aims:

- To introduce students to innovative and challenging theoretical approaches to television analysis;
- To provide students with the knowledge and skills of television and video production, through exposure to television terminology, and video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and digital video formats and editing;
- To enable students to interrogate and evaluate the knowledge learnt and the processes involved in television production;
- To enable students understand how television shape and is shaped by society;
- To produce graduates who understand the complexities surrounding the field of television broadcasting;
- To enable students to interrogate how gender, race and class stereotypes manifests in television content;
- To sensitise students on broadcasting ethical and other legal issues affecting television broadcasters and viewers today;
- To equip students with skills to adapt their professional practices and personal views to fit the needs of a diverse South Africa population, in particular;
- To equip students to develop desire to engage in on going learning habits.

#### CORE COMPETENCIES

This module sets out to assists students to:

- Become knowledgeable in television broadcasting issues and debates;
- Become creative and critical thinkers;
- Develop in-depth understanding & practical skills of television broadcasting;
- To become competent television broadcasters;

- Become sensitive to various ethical and legal issues, affecting television broadcasters, viewers and society at large;
- Become competent media practitioners;
- Develop lifelong learning habits; and
- Develop on going learning habits.

## LEARNING OUTCOMES

At the end of the module, students should be able to:

- Understand innovative and challenging theoretical approaches to television analysis.
- Identify, analyse and address complex problems affecting the television broadcasting industry today, drawing from the learnt knowledge
- Demonstrate knowledge and skills of film and video production, through exposure to television terminology, and video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and digital video formats and editing.
- Demonstrate an understanding of how television shape and is shaped by society
- Identify complexities surrounding television broadcasting
- Respond to critical issues affecting the broadcasting industry and society.

## MODULE CONTENT

- TV History and Criticism
- Theorizing Television
- Pre-Production: from concept to shooting
- Production Techniques (The Camera)
- Lightning
- Post Production (editing and sound design)
- Roles of crew in TV production
- Television Broadcasting ethics, policies and regulation.
- Digital migration
- Three tier Broadcasting model
- Issues in Documentary
- Television as Cultural Product and Producer of Culture

**NOTIONAL STUDY HOURS: 200**

## ASSESSMENT METHODS AND WEIGHTING

- Tests/assignments = 40%
- Group project/Practicals = 20%
- Examination = 40%

Learners will be assessed on the following basis:

- Written work: tests, examinations
- Oral presentations
- Group project
- Video camera handling and video editing practicals

## PRESCRIBED BOOKS

De Beer, A.S. (1998) *Mass Media: Towards the Millennium: The South African Handbook of Mass Communication*, Pretoria, Van Schaick.

Fourie, P. J. (ed.) 2001a. *Media Studies: Institutions, theories and Issues, Vol. 1*, Lansdowne: Juta (3 Copies).

Zettl, H. (1990) *Sight, sound, motion: Applied Media Aesthetics*. 2<sup>nd</sup> edition. Blemount, Calif: Wadsworth.

## RECOMMENDED BOOKS/SOURCES

Bignell, J. (2007). *An Introduction to Television Studies*. New York: Routledge.

Boyd-Barrett, O. & Newbold, C. (Eds.). (1995). *Approaches to Media: A Reader – Foundations in Media*. New York: Arnold.

Burnett R. (1996). *The Global Jukebox*, London: Routledge,

Davis, P. (1996) In *Darkest Hollywood - Exploring the jungles of cinema's South Africa*. Cape Town: Ravan Press.

Dutton, B. (2000). *Media Studies: An Introduction* (3rd ed.). Cambridge: Pearson Education Limited 2000.

Fourie, P. J. (1997). *Introduction to Communication: Film and Television Studies Course Book 6*. Kenwyn: Juta.

Graham, Andrew & Gavyn Davies (1997), '*Broadcasting, Society and Policy in the Multimedia Age*'. John Libbey Media: Luton.

McQueen, D. (1997). *Television: A Media Studies Student's Guide*. London: Arnold.

Nicholas, J., & Price, J. (1998). *Advanced Studies in Media*. Chetltenham: Thomas & Sons Ltd.  
Selby, K., & Cowderly, R. (1995). *How to Study Television*. Basinstoke: Macmillan

**TITLE OF MODULE** : **ADVANCED MEDIA MANAGEMENT (ELECTIVE)**  
**MODULE CODE** : **MST 5625**  
**CREDIT VALUE** : **20**  
**NQF LEVEL** : **8**  
**PRE-REQUISITES** : **BA (MEDIA STUDIES) OR EQUIVALENT**

#### **MODULE AIMS**

The aims of the module are:

- To empower students with the fundamental knowledge of the complex activities involved in media station management and operations.
- To expose students to the nature, processes, and logistics involved in the management and operations of media organisations.
- To equip students with knowledge to understand the general principles and theories of management and how they are applied in media organisation management.
- To enable students to comprehend the principles and unique applications of budgeting and staffing within media organisations.

#### **CORE COMPETENCIES**

This module sets out to assist students:

- To demonstrate knowledge and understanding of principles and skills of media management and its operations.
- To interrogate a concise and significant understanding of the concept and operations of management within mass media organisations.
- To analyse the operations and management of mass media outfit anywhere in the world.
- To critically evaluate issues in media ownership and management in South African context.

#### **MODULE CONTENT**

- Theoretical principles of management
- Historical Trends and Patterns in Media Management Research
- Classical school of management
- Human relations school of management
- Contemporary approaches to management
- Newspapers management
- Radio management
- Television and cable management
- Media organisation and its Environments
- Theoretical Approaches in Media Management Research
- Human Relations Management Financial and marketing Management
- Strategic Management
- Media Product Management
- Structure of media organisation
- Transnational Media Management
- Media Ownership and shareholding
- Programming strategy and distribution
- Administrations of media organisations

**NOTIONAL STUDY HOURS: 200**

#### **TEACHING AND LEARNING METHODS**

- Discussions
- Seminar Presentations
- Proposal presentations
- Consultations
- Self-directed learning
- Assessment Methods and Weighting
- Written work: Assignments, tests, examinations
- Oral presentations

## **PRESCRIBED BOOKS**

Albarran A.B., Chan-Olmsted, S.M., and Wirth, M.O. (2006). *Handbook of Media Management and Economics*. New Jersey: Lawrence Erlbaum Associates, Inc.  
Albarran A.B. (2010). *Management of Electronic Media*. 4th edition. Wadsworth, Boston.

## **RECOMMENDED BOOKS**

Albarran, A. B. (2002). *Media economics: Understanding markets, industries, and concepts* (2nd ed.). Ames, IA: Blackwell.  
Albarran, A. B. and Pitts, G. G. (2001). *The Radio Broadcasting Industry*. Boston: Allyn and Bacon.  
Aina, S. (2002). *Modern Media Management*. Nigeria: Ebensun Publishers.  
Aburdene, P. and Naisbitt, J. (1991). *Megatrends 2000*. Avon books, New York.  
Brown, J. and Quall, W.L. (1992). *Broadcast Management*. Hastings House Publishers, New York.  
Czech-Beckerman, E.S. (1991). *Managing Electronic Media*. Focal Press. Boston.  
O'Donnell, LM. Hausman, C. & Benoit, P. (2011). *Radio station operations: Management and employee perspectives*. Wadsworth: Belmont, CA.

## **MASTER ARTS IN MEDIA STUDIES (RESEARCH) TO BE OFFERED**

MST 6000: Dissertation

## **DOCTOR OF PHILOSOPHY (RESEARCH) TO BE OFFERED**

MST 7000: Thesis