



MAS 302

Media Identities

S2 Day 2014

Dept of Media, Music & Cultural Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Liz Giuffre

liz.giuffre@mq.edu.au

By appointment - please email to make a time

Credit points

3

Prerequisites

39cp or admission to GDipArts

Corequisites

Co-badged status

Unit description

This unit introduces students to key models used to investigate a range of identities in relation to media and communications. It covers major feminist theoretical perspectives as well as recent approaches to masculinity, sexuality and race. These approaches are applied to media forms and practices including film, print media, news, advertising, sports journalism and the internet. The unit has an emphasis on the Australian media milieu and covers concepts of identity in terms of self-realisation, social media spaces, representational practices and processes of gender mediation.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Analyse the ways in which media-identity relationships have been constructed and theorised

Examine key theoretical approaches to media analysis and apply these to given and new contexts

Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals

Critically engage with academic ideas and demonstrate an understanding of media identities by explaining how they are represented in a variety of examples

Appraise academic literature and use that reflection to plan for future assessments

General Assessment Information

Essay Assessment Criteria and Grades

In MAS 302 three sets of criteria are assessed in essays: reading and research; argument and analysis; and writing and structure. Within each of these sets, markers are looking for the following:

Reading and research: evidence of critical engagement with set course materials; evidence of independent reading of appropriate academic material; evidence of thorough research (books, journals, Internet, media resources and archives).

Argument and analysis: well-articulated and well-supported argument; evidence of critical thinking (through taking a position in relation to key ideas from the course, and supporting this position); evidence of relational thinking (through making connections between key ideas from the course and wider literature, and supporting these connections).

Writing and structure: clear, logical and coherent structure; clarity of expression; adequate referencing. The notes below indicate the relationships between these criteria and grades. These should be taken as indicative rather than prescriptive. Grades are defined in the Macquarie Handbook of Undergraduate Studies.

Pass essays Macquarie University defines the Pass standard as denoting performance which "satisfies unit objectives" the majority of essays submitted are likely to be of Pass standard. Pass essays will be solid, satisfactory pieces of work which clearly meet good standards in all three of the assessment categories. However, generally speaking, Pass essays will probably have substantial room for improvement in at least two of the three assessment categories. The following are some examples of common problems in Pass essays: Pass essays often rely overly on description and summary at the expense of argument. They sometimes demonstrate an understanding of the need to be analytical and to construct an argument, but do not quite achieve an effective one. Often they are under-researched. Pass essays are also often in need of further editing and revision and may feature occasional unclear language or less-than coherent structure (essays which are unclear or incoherent throughout may fail). In MAS 302, essays which are inadequately, poorly or sloppily referenced cannot attain higher than a Pass at best. Moreover, MAS 302 essays which display no evidence of academic reading beyond the unit reader cannot attain higher than a Pass at best.

Credit essays Macquarie University defines the Credit grade as denoting "performance which is substantially better than would normally be expected of competent students in the unit." Credit essays, therefore, are very much above average. Speaking generally, Credit essays will often have at least some of the following characteristics: they will probably have a clear and well-supported argument and are likely to offer strong evidence of serious and thoughtful reading and research; they will often also demonstrate a broader understanding of the key themes and concepts of the unit. In addition, Credit essays will be written with a high degree of clarity and precision, and will obviously be the product of a serious process of thoughtful drafting, revision and editing. However, Credit essays will probably still display significant room for improvement in

at least one of the three assessment categories.

Distinction and High Distinction essays The university defines the Distinction grade as denoting performance which "clearly deserves a very high level of recognition as an excellent achievement in the unit." Distinction essays are exceptional pieces of work which demonstrate initiative in research and are informed by serious reading on the essay topic and in the subject area more broadly. They display both breadth and depth of understanding. Speaking generally, Distinction essays will often have at least some of the following characteristics in addition to meeting all the requirements of the Credit standard: Distinction essays usually demonstrate complex understanding and the best of them may display some originality in their analysis. Distinction essays often engage critically with underlying assumptions in texts and assess these with reference to well chosen other texts and appropriate evidence and examples. In sum, Distinction essays are excellent pieces of writing, with carefully-mounted and effective arguments, well-supported with reference to rigorous and comprehensive research; in addition, they will be persuasively written and probably display some initiative and flair. The grade of High Distinction is awarded to essays which satisfy all of the criteria of the Distinction essay in an obviously exceptional manner: this grade is defined by the university as denoting work "which meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition."

Fail Essays Fail essays do not satisfy minimum standards in any of the three assessment categories. Fail grades may be given in a range of cases, including (but not limited to) cases where: the assignment submitted more closely resembles a set of preliminary notes than a finished essay; the essay contains no evidence of reading or evidence only of reading material inappropriate for university study (this often means haphazardly selected writings found online); the essay does not construct an argument but relies instead entirely on description and synopsis; the essay calls upon the reader to guess at the meaning intended, through lack of care and attention in spelling, grammar, sentence and paragraph construction. Please note that clarity of expression is not an optional extra in university work and that all assignments must be clearly and precisely written, using language appropriate to a university assessment task.

Some Tips on How to write a better essay: Five things which should be in undergraduate essays but often aren't: (1) evidence of reading (2) evidence of thinking (3) clarity and precision in written expression (4) facts (5) concrete examples. Five things which shouldn't be in undergraduate essays but often are: (1) grammatical errors (2) spelling mistakes (3) referencing problems (4) unsupported assertions and crude generalisations (5) lots of direct quotes (rarely necessary).

Assessment Tasks

Name	Weighting	Due
<u>Multiple Choice/Short Answer</u>	40%	Ongoing
<u>Media Analysis</u>	30%	17th September
<u>Problematizing Identity Essay</u>	30%	5th November

Multiple Choice/Short Answer

Due: **Ongoing**

Weighting: **40%**

Four times during the semester students will be given a quiz (each worth 10%) covering the course content to date. The quiz will take the form of multiple choice and short answers, drawing on lectures and readings. Your tutor will decide which tutorial each quiz is given in – and please note that not all tutorial groups will necessarily be given the quiz on the same day/week, and the questions between classes may vary

Lecture (live or via Echo 360) and tutorial attendance is compulsory – if you miss a quiz because you are absent you will need to provide appropriate certification (a medical certificate) to be eligible to sit a make up. Students who do not provide this certification will receive a mark of 'zero' for the quiz that was missed.

An essential part of university study is staying up to date with taking lecture notes and doing readings – this is all you need to do in order to keep up with these quizzes. Each quiz will be returned with feedback so as to help students gauge their process as they course progresses, as well as help them isolate their strengths and weaknesses for further progress in additional assessment tasks.

Please note: this won't be a simple 'tick a box' or 'reflective response' – students will be required to support their answers with direct reference back to specific parts of the lectures/readings. The quizzes will be OPEN BOOK so bring your notes and reader with you and have them marked up and ready to go – if you have done the work before class, this will be an easy task for you and great preparation for the other assignments.

Assessment Criteria:

This assessment is marked according to how well you meet learning outcomes 1, 2, 4, and 5 for this course. As such, assessment will be based on the accuracy of your choice with the multiple choice response, as well as the clarity of your short answer response and its direct relationship and demonstrated connection to course content (including specific reference to appropriate lecture and course content). A rubric will be made available prior to the assessment's commencement.

On successful completion you will be able to:

- Analyse the ways in which media-identity relationships have been constructed and theorised
- Examine key theoretical approaches to media analysis and apply these to given and new contexts
- Critically engage with academic ideas and demonstrate an understanding of media identities by explaining how they are represented in a variety of examples
- Appraise academic literature and use that reflection to plan for future assessments

Media Analysis

Due: **17th September**

Weighting: **30%**

Write a critical analysis of one or more of the films or other media pieces presented in the course so far. You should use course content and other appropriate academic research to support their analysis.

Please write 1500 words (+/- 10% as per usual)

Due date: 17th September by MIDNIGHT via TURNITIN

As part of the analysis you need to:

Isolate AT LEAST ONE of the ways that identity is represented in this piece media, following the lead we have taken in the course (for example: the gaze, the use of language, the representation of gender).

You must use *at least two course readings* to support your analysis (this must be fully referenced), as well as additional academic research and contextual analysis to support your reading. There is no magic 'minimum or maximum number of references' for this assignment, but rather you should seek to use resources purposefully and as is appropriate for the analysis you are proposing.

You can use whatever referencing system you like as long as it is detailed and includes specific pages/sections/year/place of publication (or timecode/s for multimedia pieces). The more detailed and targeted your response, the more clearly your marker can see evidence of your engagement with the learning outcomes for the task.

Some tips:

- Don't forget to start with the course readings – they are there to help you and their application here is essential to showing the marker that you have met the learning outcomes for this course. You don't need to use them all, but select which you think are most appropriate to your piece and use SPECIFIC parts of them WITH PURPOSE. We are looking for your ability to select and apply rather than just repeat and list
- Give yourself time to choose with this assignment – don't just choose the first film or example that you see, but rather consider a couple, make yourself a list and then work with the one you think you can get the most out of.
- If you're struggling, ask for help as soon as you can. We can talk to you in person or help direct you to tools that you can access anytime, anywhere. This includes library support, writing support and other issues.
- Late penalty of 5% per day applies to late work that is not accompanied by appropriate documentation.
- There is no hard copy submission for this assignment- all work will be submitted, marked

and returned via Turnitin and Grademark

Assessment Criteria:

This assessment is marked according to how well you meet learning outcomes 3, 4, and 5 for this course. As such, assessment will be based on the relevance of the media form isolated, as well as the clarity of your analysis and its direct relationship and demonstrated connection to course content and other appropriate research materials (including specific references rather than generalisations or summaries). A rubric will be made available prior to the assessment's commencement.

On successful completion you will be able to:

- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- Critically engage with academic ideas and demonstrate an understanding of media identities by explaining how they are represented in a variety of examples
- Appraise academic literature and use that reflection to plan for future assessments

Problematizing Identity Essay

Due: **5th November**

Weighting: **30%**

- **Due Date: 5thth November by midnight via TURNITIN**

Word Count: 1500 words approx. (+/- 10% as per usual)

Submitted via Turnitin

Brief: Nominate a media text that has made a significantly negative impression on you and justify why it has affected you. Describe the type of identity that is being presented in the media text, how this has been presented in this media form and why this representation is problematic (you must use course content to assist you).

Some tips:

- It is better to use course readings purposefully and with careful consideration rather than to brush past them and rely heavily on unreliable online sources or commentary instead. Act on the feedback you have already received for previous assignments to help you, and if in doubt about the appropriateness of a piece of research, please ask (although not the night before the assignment is due!). As with previous assignments, active and purposeful engagement with the course readings is essential to demonstrating that you have met the learning outcomes for the course.
- A traditional essay form – introduction/body/conclusion – will help you keep on track

here, as well CLEAR and DETAILED references. You can use whatever referencing system you like as long as it is detailed and includes specific pages/sections/year/place of publication (or timecode/s for multimedia pieces). The more detailed and targeted your response, the more your marker can see evidence of your engagement with the learning outcomes for the task

- There is no hard copy submission for this assignment- all work will be submitted, marked and returned via Turnitin and Grademark
- Late penalty of 5% per day applies to late work that is not accompanied by appropriate documentation.

Assessment Criteria:

This assessment is marked according to how well you meet learning outcomes 1, 2 and 3 for this course. As such, assessment will be based on how clearly you answer the question, your choice of research materials and application of essay form, as well as structure and its direct relationship and demonstrated connection to course content and other appropriate research materials (including specific references rather than generalisations or summaries). A rubric will be made available prior to the assessment's commencement.

On successful completion you will be able to:

- Analyse the ways in which media-identity relationships have been constructed and theorised
- Examine key theoretical approaches to media analysis and apply these to given and new contexts
- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals

Delivery and Resources

Lecture: The lecture will be on Monday at 11am in Y3A T1 Theatre.

I realise that due to numbers some students are enrolled as "iLecture" only. Students who have elected to enrol under the "iLecture only" option are just as welcome to attend the lectures - the more the merrier.

iLearn: Course uses iLecture and Echo360. Students are advised to make frequent use of iLearn in order to survey course content in greater detail.

MISSING THE LECTURE MEANS YOU'LL BE MISSING OUT ON CONTENT and you will be at a SIGNIFICANT DISADVANTAGE in comparison with your fellow students.

Reader: A MAS302 unit reader will be available from the Co-op Bookshop.

The reader, lest it need be said, is mandatory. SOME of the materials are also available in E-Researve, however for time, ease and cost you're more likely to find the reader the most

convenient way to get through the course and the assignments. We WILL be using them in class and they WILL be essential to your success in passing the assignments. Not using it/bringing it will put you at a significant disadvantage.

The readings for the course are listed below and are included in the course reader:

Readings: The readings for each week are listed on iLearn, as well as in the course guide but as per university regulations they are repeated here:

Week One: Media, Gender and Identity
Gauntlett, D. (2008) <i>Media, Gender and Identity: An Introduction</i> , (Second Edition) London and New York: Routledge, pp. 1-45
Week Two: Gender & Language
Pauwels, A. (2001) 'Spreading the Feminist Word: The Case of the New Courtesy Title <i>Ms</i> in Australian English' in Hellinger, M. & Bussmann, H. (eds) <i>Gender Across Languages: the linguistic representation of women and men, vol. 1</i> Amsterdam and Philadelphia: John Benjamins, pp. 137-151
Spender, D. (1980) "Language and Reality: Who Made the World?" in <i>Man Made Language</i> . London: Pandora, pp. 138-62
Week Three: The Male Gaze
Chaudhuri, S. (2006) <i>Feminist Film Theorists: Laura Mulvey, Kaja Silverman, Teresa de Lauretis, Barbara Creed</i> London & New York: Routledge, pp. 31-44.
Nead, L. (1992) <i>The Female Nude: Art, Obscenity and Sexuality</i> , London and New York: Routledge, pp. 5-33
Mulvey, L. (2000). 'Visual Pleasure and Narrative Cinema' in Stam, R. and Miller, T. (eds), <i>Film and Theory: An Anthology</i> . Oxford: Blackwell, pp 483-494.
Week Four: Gender and Embodiment in Australian Cinema
Butters, P. (1998) 'When Being a Man is all you've got: Masculinity in <i>Romper Stomper</i> , <i>Blackrock</i> , <i>Idiot Box</i> and <i>The Boys</i> ' in <i>Metro Magazine</i> , Number 117, pp. 4046.
Waddell, T. (2003) 'The Great Unwashed of Australian Cinema' in French, Lisa (ed) <i>Womenvision: Women and the Moving Image in Australia</i> , Melbourne: Damned Publishing, pp. 183-195.
Week Five: Community: Citizenship and Suburbia
Manning, P. (2006) <i>Us and Them: A Journalist's Investigation of Media, Muslims and the Middle East</i> , Sydney: Random House Australia, 13-37.
Harris, A. (2004) "Citizenship and the Self-Made Girl" in <i>Future Girl: Young Women in the Twenty-First Century</i> . London: Routledge, pp. 61-91.
Huq, R. (2013) <i>Making Sense of Suburbia through Popular Culture</i> , London: Bloomsbury, pp. 83-108

Week Six: Magazines, Gossip and Celebrity

Gauntlett, D. (2008) *Media, Gender and Identity: An Introduction*, (Second Edition) London and New York: Routledge, pp. 164-222

Week Seven: Queer(ing) Theory

Spargo, T. (1999) *Foucault and Queer Theory*, London: Icon, 3-75

Week Eight: Identity, Difference and Becoming

Currie, T (2004) *Difference (The New Critical Idiom)* London and New York: Routledge, pp. 3-19

Sutton, D. and Martin-Jones, D. (2008) *Deleuze Reframed*, London: IB Taurus, pp. 44-50

Sotirin, P. (2011) "Becoming-Woman" in Stivale, C.J (ed), *Gilles Deleuze: Key Concepts*. Montreal, Canada: McGill-Queen's University Press, pp.98-109

Week Nine: Children and the Media

Lumby, C.(2012) "Presumed Innocent: Picturing Childhood" in Potts, J. and Scannell, J. (eds), *The Unacceptable*, London: Palgrave Macmillan, pp.68-79

Kane, E. (2013) *Rethinking Gender and Sexuality in Childhood*, London: Bloomsbury, pp. 87-104

Week Ten: Sporting Bodies

Murphy, P. (2001) 'Sex as Sport' in *Studs, Tools and the Family Jewels: Metaphors Men Live By*, Madison: University of Wisconsin Press, pp. 59-75.

Yeates, H. (1995) 'The League of Men: Masculinity, The Media & Rugby League Football' in *Media Information Australia*, No. 75, February, pp. 35-45.

Coleman-Bell, R. (2006) "Droppin' it like it's hot": the sporting body of Serena Williams', in Holmes, S. & Redmond, S. (eds.) *Framing Celebrity: New directions in celebrity culture*, London & New York: Routledge, pp. 195-205.

Week Eleven: Disability, Identity and the Media

Simpson, C. and Matthews, N. (2012) "Dancing Us to Her Song", *Australian Feminist Studies*, Volume 27, No. 72, pp. 139-155

Meekosha, H. (2003) "Communicating the Social: Discourses of disability and difference" in *Australian Journal of Communication*, Volume 30, Issue 3, 2003, pp. 61-68

Week Twelve: Technologies of Difference

Thornton, S. (2007) *Women, Feminism and the Media*, Edinburgh: Edinburgh University Press, pp. 113-144

Gram, S. (2013) "The Young Girl and the Selfie", *Textual Relations*, available at <http://text-relations.blogspot.com.au/2013/03/the-young-girl-and-selfie.html>(Accessed 2 July 2013)

Appendix: Terms and Concepts

Marinucci, M (2010) "Appendix: Terms and Concepts" in *Feminism is Queer*, London and New York: Zed Books, pp.115-1366 n

Unit Schedule

Week 1	4 August	Media, Gender & Identity
Week 2	11th August	Gender & Language
Week 3	18th August	The Male Gaze
Week 4	25th August	Gender & Embodiment in Australian Cinema
Week 5	1st September	Community: Citizenship and Suburbia
Week 6	8th September	Magazines, Gossip and Celebrity
Week 7	15th September	Queer(ing) Theory
MID SEMESTER BREAK		
Week 8	6th October (no lecture live)	Identity, Difference and Becoming
Week 9	13th October	Children in the Media
Week 10	20th October	Sporting Bodies
Week 11	27st October	Disability, Identity & Media
Week 12	3rd November	Technologies of Difference
Week 13	10th November	Assignment Preparation

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Analyse the ways in which media-identity relationships have been constructed and theorised
- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- Critically engage with academic ideas and demonstrate an understanding of media identities by explaining how they are represented in a variety of examples
- Appraise academic literature and use that reflection to plan for future assessments

Assessment tasks

- Media Analysis
- Problematising Identity Essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Examine key theoretical approaches to media analysis and apply these to given and new

contexts

- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- Appraise academic literature and use that reflection to plan for future assessments

Assessment task

- Media Analysis

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Examine key theoretical approaches to media analysis and apply these to given and new contexts
- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- Critically engage with academic ideas and demonstrate an understanding of media identities by explaining how they are represented in a variety of examples
- Appraise academic literature and use that reflection to plan for future assessments

Assessment tasks

- Multiple Choice/Short Answer
- Media Analysis
- Problematizing Identity Essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Analyse the ways in which media-identity relationships have been constructed and theorised
- Examine key theoretical approaches to media analysis and apply these to given and new contexts
- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- Critically engage with academic ideas and demonstrate an understanding of media identities by explaining how they are represented in a variety of examples
- Appraise academic literature and use that reflection to plan for future assessments

Assessment tasks

- Multiple Choice/Short Answer
- Media Analysis
- Problematizing Identity Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Analyse the ways in which media-identity relationships have been constructed and theorised
- Examine key theoretical approaches to media analysis and apply these to given and new contexts
- Critically engage with academic ideas and demonstrate an understanding of media identities by explaining how they are represented in a variety of examples
- Appraise academic literature and use that reflection to plan for future assessments

Assessment tasks

- Multiple Choice/Short Answer
- Media Analysis
- Problematizing Identity Essay

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- Appraise academic literature and use that reflection to plan for future assessments

Assessment task

- Problematising Identity Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Analyse the ways in which media-identity relationships have been constructed and theorised
- Examine key theoretical approaches to media analysis and apply these to given and new contexts
- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- Critically engage with academic ideas and demonstrate an understanding of media identities by explaining how they are represented in a variety of examples

Assessment tasks

- Multiple Choice/Short Answer
- Media Analysis
- Problematising Identity Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's

historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Analyse the ways in which media-identity relationships have been constructed and theorised
- Examine key theoretical approaches to media analysis and apply these to given and new contexts
- Appraise academic literature and use that reflection to plan for future assessments

Assessment task

- Media Analysis

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Analyse the ways in which media-identity relationships have been constructed and theorised
- Examine key theoretical approaches to media analysis and apply these to given and new contexts

Changes from Previous Offering

Submission of two written assignments is now electronic only, to be submitted via TURNITIN, and feedback for these will also be returned electronically. The introduction of quizzes is also a change from the last offering, allowing students to actively engage with course content more regularly and receive feedback on their progress.