



MMCS115

Academic Cultures

S1 Day 2014

Dept of Media, Music & Cultural Studies

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General Information

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

What are universities for? How have student fees and the globalisation of higher education shaped the value and meaning of university study? What kinds of work do media and cultural studies degrees prepare students to do and how else might media and cultural studies change the world and the way people think about it? This unit gives students a chance to reflect on such questions as well as helping them come to understand what, in media and cultural studies, "counts as a relevant contribution, what counts as answering a question, what counts as having a good argument for that answer or a good criticism of it" (Rorty, cited in Becher, 1989, 26). The assessment for the unit is based on students' creative responses to real-world problems. Students have the chance to write in a range of academic and non-academic genres – journalistic articles and book proposals as well as academic abstracts and essays – and practice their verbal skills not only in the classroom, but also through interviews and in a student conference setting.

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:

Demonstrate a critical understanding of the historical and cultural contexts of contemporary Australian universities, and explain how this context shapes what it means to study in higher education

Give an account of the purpose and value of the disciplines of media and cultural studies

Demonstrate an understanding of the ethical and practical objections to plagiarism within academic cultures, and to demonstrate good practice in referencing sources.

Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies; explain and demonstrate the differences and similarities between some cultures of communication inside and outside the Australian universities

Reflect on their own learning in a way that helps them to develop their academic work and plan for future action

Assessment Tasks

Name	Weighting	Due
<u>Group portfolio</u>	25%	Friday May 9
<u>Individual portfolio.</u>	50%	Wednesday June 18
<u>Participation</u>	25%	Ongoing

Group portfolio

Due: **Friday May 9**

Weighting: **25%**

*IMPORTANT NOTE: The names and student numbers of **all** students in your group should be included with each group submission. Unless your name and student number is included on the group work, you as an individual will not get a mark for the group assessments.*

The components for the group portfolio will be:

- a) **A group authored article**, around 1,000 words long, responding to Problem 1,
- b) **A correctly and fully referenced annotated bibliography of at least ten sources** used to research Problem 1
- c) **a group authored submission on plagiarism OR teaching materials on situated**

knowledges, between 1,000 and 1,500 words long, responding to Problem 2.

d) A log of activities, for EACH member of the group (so there should be 3-5 logs in each group portfolio) a maximum of 750 words long. The log should be in chronological order and each entry should include a date, the people involved, and a short summary (of no more than 50 words for each entry) of activities undertaken.

NOTE: you will be required to submit a draft of a component of your group portfolio - the group authored article, in Week 4 for early peer and teacher feedback. Guidance on ways to improve this draft will be offered by no numerical grade will be given until final submission of the group portfolio in May.

On successful completion you will be able to:

- Demonstrate a critical understanding of the historical and cultural contexts of contemporary Australian universities, and explain how this context shapes what it means to study in higher education
- Demonstrate an understanding of the ethical and practical objections to plagiarism within academic cultures, and to demonstrate good practice in referencing sources.
- Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies; explain and demonstrate the differences and similarities between some cultures of communication inside and outside the Australian universities
- Reflect on their own learning in a way that helps them to develop their academic work and plan for future action

Individual portfolio.

Due: **Wednesday June 18**

Weighting: **50%**

Components of the Individual portfolio:

a) A short statement (no more than 100 words long) reflecting on and summarising the ways in which you have participated in and contributed to activities in tutorials, lectures, and the conference.

b) An example of peer reviewing, constituting your feedback to another group either on problem 1 around 200 words long. **Weighting: 10%** of overall mark for the unit.

c) An abstract of 300-400 words, including a short (non-annotated) bibliography and in-text references. **Weighting: 10%**

d) A short final essay based on your conference paper, poster or creative work. Essays/rationales should be 1200- 1,500 words long. Essays should show evidence of academic research and accurate referencing, including:

- at least three articles from the reader
- at least three academic books or chapters
- at least one academic journal article

Essays should include both a substantial example or case study, and should discuss in some detail one or more theoretical perspectives on learning or knowledge introduced in the unit. You are encouraged to revise the paper drawing on questions and feedback provided by your colleagues and teachers at the student conference . **Weighting 30%**.

On successful completion you will be able to:

- Give an account of the purpose and value of the disciplines of media and cultural studies
- Demonstrate an understanding of the ethical and practical objections to plagiarism within academic cultures, and to demonstrate good practice in referencing sources.
- Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies; explain and demonstrate the differences and similarities between some cultures of communication inside and outside the Australian universities

Participation

Due: **Ongoing**

Weighting: **25%**

The participation mark will be allocated on the basis of attendance at lectures and tutorials and preparedness for class and quality of contributions to class activities, including the class conference.

Components of this assessment:

- * The quality of your presentation or performance in the student conference will play a significant role in determining your participation mark (10% of your overall mark).
- * Participation in the conference, for example chairing a session, asking informed questions 5%;
- * Participation in tutorials 5%;
- * attendance and thoughtful preparation for the 1:1 meeting in Week 10, 5%.

Because many of the assessments for this unit are undertaken in a group, absence from tutorials has a major effect on everyone's ability to learn. **Attendance records will be kept in all tutorials, and students will be expected to attend 100% of tutorials unless they have compelling medical or personal emergencies.** If you cannot attend a tutorial because for health reasons, please let your tutor know via email and make sure you bring evidence of your health difficulty next time you come to class.

You will be expected to attend lectures. iLecture recordings will be made in this unit, but because of the interactive style of lecture, often these will not give a good account of what happened in class.

On successful completion you will be able to:

- Demonstrate a critical understanding of the historical and cultural contexts of contemporary Australian universities, and explain how this context shapes what it means to study in higher education
- Give an account of the purpose and value of the disciplines of media and cultural studies
- Demonstrate an understanding of the ethical and practical objections to plagiarism within academic cultures, and to demonstrate good practice in referencing sources.
- Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies; explain and demonstrate the differences and similarities between some cultures of communication inside and outside the Australian universities
- Reflect on their own learning in a way that helps them to develop their academic work and plan for future action

Delivery and Resources

Classes

Before your first class, please doublecheck the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

At the time of writing, classes were at the following times:

Lecture: Friday 3-4, X5B T1

The first lecture will be in Week 1. The first tutorial will be in Week 2.

Changes made to previous offerings of the unit

We take the feedback students give us about their experience of this unit – both the formal feedback from anonymous questionnaires and the less formal feedback we get from chatting to students – very seriously. Every year the unit is reviewed and changes are made in the light of students' suggestions (though of course, often some people enjoy and benefit from the very thing that others find frustrating or difficult!).

Some of the changes we have made in this unit for this year include:

- *Experimenting with using interactive software in lectures to encourage engagement
- *Incorporating a new academic integrity module into preparation for the unit
- *Changing some readings to ensure students' fuller understanding of key concepts
- *Refining the lectures on science communication in the light of feedback
- *Added more extensive reading lists on standpoint epistemology and science communication
- *Incorporating more information and guidance on resources around media and creative industries career paths into the lead-up to the student conference

ABOUT THIS UNIT

The aim of this unit is to introduce you to the theory and practice of university study, especially as it is relevant to the related (interdisciplinary) disciplines of Media Studies and Critical and Cultural Studies. We will spend a lot of time thinking and talking about various types of writing as practice, and will also be considering Writing (as a discipline of study) as an important part of Media and Cultural Studies. The unit will combine work on the concepts, values and ethics behind academic work in those disciplines with a practical introduction to research methods, writing and presentation, group work, planning and organisation, creative thinking and intercultural competency.

Among other things, by giving you a chance to reflect on academic cultures, the unit aims to help you to develop a sense of what, in media and cultural studies, “counts as a relevant contribution, what counts as answering a question, what counts as having a good argument for that answer or a good criticism of it” (Rorty, cited in Becher, 1989, 26).

Through the course of the semester, you will have a chance both to practice and refine the skills you need to successfully complete academic units in media and cultural studies and also to think

about key questions that underpin these disciplines. In the course of the unit we will be researching and debating questions like:

- **What is university study for?** What kinds of meaning do university degrees have in the wider social world? Why do governments fund (or decide to cut funding to) universities?
- **How has the experience of studying at Australian universities changed over the past fifty years?** What is the effect of student fees and the globalization of higher education on the value and meaning of university study? Does being a student make you more powerful, disempower you, or both?
- **What's the point of media and cultural studies?** What kinds of work do media and cultural studies degrees prepare you for? What is the relationship between these disciplines and the creative and cultural industries? How else might media and cultural studies change the world and the way people think about it?
- **What are the cultures of communication within media and cultural studies?** What makes an argument believable and persuasive within the discipline? What styles of writing and referencing convince people in the discipline that you know what you are talking about? How can you avoid accusations of cheating when you are writing and talking about media and culture?

The unit is driven by your creative responses to 'real world' problems that you'll be tackling in small groups. You will have the chance to write in a range of academic and non-academic genres – articles as well as academic abstracts and annotated bibliographies – and practice your verbal skills not only in the classroom, but also in a student conference setting.

WHAT THIS UNIT IS NOT ABOUT

While you will be given many opportunities to think about and develop the most important skills you need to successfully undertake academic work in media and cultural studies and affiliated disciplines, MMCS115 is NOT a course in English for Academic Purposes or a remedial essay writing course. A high level of written and spoken English is a prerequisite for undertaking the module. If you would like more support with academic literacy, you might want to consider taking ACSH100 Academic Communication in the Social Sciences and Humanities. This unit (which is a people unit) makes a great complement to this course, especially if you find at the end of MMCS115 that you still need to work further on your academic writing.

Macquarie also has a Study Skills Support Unit that can give you help with developing a generic English language, study skills and essay writing skills. For more information check out: http://www.mq.edu.au/support/learning_skills/

Jean Brick's book *Academic Culture* (see below), a resource we'll be using in this unit, provides an excellent easy-to-read introduction to some of the practical matters you need to consider when writing and reading for academic assessments. We will be devoting particular attention to one section of the book in class. If you would like to read further around academic writing and study skills to inform your work for this module, a reading list is provided at the end of this guide.

UNIT REQUIREMENTS AND EXPECTATIONS

Like all units at Macquarie, in MMCS115 you will be expected to spend a significant time in private study, research and writing, in addition to attending lectures and tutorials. The University suggests that you spend around 9 hours in total per week studying for each 3 credit unit you take. A full time load of 3-4 units should keep you busy with 27-36 hours of study a week.

However, the way in which this unit will be run may be a little different to some of the other units you are taking at Macquarie. It borrows from a type of learning strategy known as problem-based (PBL) learning.

What is problem-based learning (PBL)?

The central idea of PBL is that people usually learn best when confronted with a complex, interdisciplinary problems that they have to work out how to tackle by going out and researching themselves, as well as sharing ideas and information with colleagues.

Learning outside a university context is usually problem based learning. For example, the task of finding your way to campus when you first started studying at Macquarie was a problem that required to you to draw on a number of different skills (map reading, for example, or driving), gather information from a range of sources (bus timetables, the university prospectus, street directories) and perhaps develop even new skills and understandings (using a GPS, for example). You had to go out and gather this information yourself or with the help of friends, family or staff at the university, and certainly wouldn't have had a lecture on 'Transport strategies in the Hills Region' presented to you over your cornflakes ahead of your first trip to Macquarie.

Because it resembles the way we learn in the world outside university, PBL is widely used in professional and vocational education. For example, it's quite likely your doctor will have been educated in a medical school which uses PBL as a learning method. PBL was adopted partly because medical schools, for example, felt they needed to produce effective practitioners rather than people who were good at memorising textbooks, but floundered when confronted with a patient presenting an unfamiliar set of symptoms. PBL helps people to see how ideas, information and skills can be used in practice. It is often used in fields that require people to pull together understandings from a range of different academic disciplines – for example, engineering, architecture or nursing. This makes problem based learning really useful in for people wanting to study the constantly changing interdisciplinary areas of media and culture. In fact, those of you who plan to go on to do practice-based units in the BA-Media essentially be undertaking problem based learning.

More info about PBL can be found here:

<http://www.pbl.uci.edu/whatispbl.html>

<http://ldt.stanford.edu/~jeepark/jeepark+portfolio/PBL/whatis.htm>

Developing capacities and good learning habits

One of the key aims of PBL is not only for you to learn about particular subjects, but also to learn about effective strategies for learning. I would argue that a big part of learning is having a go, maybe struggling, getting some feedback or reflecting on what you find difficult, having another go, wrestling with more obstacles, thinking about it, having yet another go and so on (to find out more about this process, often called the 'Kolb cycle', you might look at Kolb, 1984, *Experiential learning*). Part of what you should be doing this semester is reflecting on what you find difficult about learning, working in teams, researching, presenting, writing and so on, and using that insight as a starting point for your next effort.

Rather than first hearing a lecture and then being asked to apply the ideas in tutorials or essays, in MMCS115, you will often start off your learning by being presented with a problem that you will be working on in a group with other students in your class. You will need to work out a strategy for addressing those problems, share the outcomes of your research, and use each other as a resource for writing up and presenting your work. Our role as tutors will not so much be about telling you what to say or do, as to facilitate your group's decision making process, to refer you to other resources and to provide feedback on how we think you might improve your learning in future.

This unit has been made compulsory for a number of programmes within the Department of Media, Music, Communication and Cultural Studies because we know that effective research, referencing and writing is rewarded over and over again during your degree. Your great ideas, zest for learning and creativity will get you a lot further if you have a good understanding of the way writing, reading and researching are done at university and in your discipline (often they are done very differently in high school!). The capacities, habits and skills we hope you will continue to develop through this unit will be assessed over and over again during your degree – learning effective strategies for drafting, revising, referencing and shaping an argument early on can make a tremendous difference to your grades across your degree.

What will happen in lecture times?

So, during the lecture slot in this course we will do a number of different things. Sometimes the session will be used for a meeting, for example, when we discuss the student conference you will be running towards the end of the semester. Sometimes we'll do workshop-type activities, like the talks from the library liaison staff in Week 3. There will also be some more conventional lectures. Some of these lectures will give you an overview of important topics in media and cultural studies, providing a kind of map of the field, and a starting point for further research. Others will give examples of how media and cultural studies can be used out there beyond the university, giving you ideas about what kinds of things you can talk about in your conference paper, and the way you might present your ideas.

Lectures for this unit don't always **directly** link to the subsequent tutorial. Your main task in the tutorials is to work on your problem. Lectures and readings each will feed into these problems. Tutorials are a chance to talk about the previous week's lecture and essential reading and help understand it. Your tutor will also help you to make these links. But don't expect a simple pattern

where we talk about a topic in the lecture, then discuss that topic and *only* that topic in the related tutorial.

Attendance and participation

Because many of the assessments for this unit are undertaken in a group, absence from tutorials has a major effect on everyone's ability to learn. **Attendance records will be kept in all tutorials, and students will be expected to attend 100% of tutorials unless they have compelling medical or personal emergencies.** If you cannot attend a tutorial because for health reasons, please let your tutor know via email and make sure you bring evidence of your health difficulty next time you come to class.

You will be expected to attend lectures. iLecture recordings will be made in this unit, but because of the interactive style of lecture, often these will not give a good account of what happened in class. Because this year we will be experimenting with interactive software as a way of increasing student engagement in lectures, student participation will be noted and rewarded. You will be able to shape the content of the following week's lecture through feedback on the classes you attend.

- Research in higher education has demonstrated a very close correlation between levels of attendance and students' grades.
- You are paying for your degree! Every lecture you miss costs you money – don't waste it.
- Tutorials will build on the lecture but tutors will not give you a repeat performance of what happened in the lecture. There is too much already going on in our 90 minute tutorials.

SOME ADVICE FROM STUDENTS TAKING THE UNIT IN PREVIOUS YEARS

- * Be organised. Do the ongoing work as you go, otherwise it piles up and you are forced to cram
- * Research careers early
- * Always remember to have fun at uni and avoid stress – it's not as hard as you probably think
- * Allow yourself to realise it will become more clear

The library

- * Know how to use the library. If unsure how to find info, ask the people at the front desk and they will gladly assist you
- * Find additional sources for assignments
- * Keep an extra \$100 in the bank for library fines

Lectures

- * Go to lectures! They actually help. Note taking makes essay writing much easier

Workshops and tutorials

- * Be confident, participate in discussions – you get more out of it
- * Come to your classes, it's easy to fall behind
- * Don't be afraid to ask questions
- * Email tutors and lecturers if you have any questions
- * Do this subject with a friend... or three... or four...

Reading

- * Do all of your reading. Look for overlapping ideas in readings in all of your courses – often ideas are relevant and useful across the board
- * Always do readings – it will help you more than you think

Assignments

- * Ask if you don't understand assignments
- * Start assignments with plenty of time so you can stress and freak out but then have the time to get over it and get your assignment done on time
- * Extensive research is necessary for course and assignments
- * Don't stress out about the logistics of assignments
- * Everything will make sense in the end

Media and cultural studies

- * If you think this subject will be an easy pass, think again!
- * Media and cultural studies – not just a subject, but a way of life

Unit Schedule

<i>Theme of the lecture</i>	<i>Topics and activities in tutorials</i>	<i>Preparation and Assessments (in bold)</i>
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	<u>Block One:</u>	<u>The cultures of universities</u>	
Wk 1 March 3	Power in higher Education	<i>No tutorials this week</i>	Buy a reader and start reading for Week 2's tutes (see below)
Wk 2 March 10	Education, distinction and cultural capital	* Foucault & education- * Introducing problem 1 * Interviewing	<i>Required reading:</i> Ball
Wk 3 March 17	Using the library for media and cultural studies research	* Bourdieu, cultural capital & education * Discussing problem 1	<i>Required reading:</i> Webb <i>et al</i> Brett <i>et al</i>
	<u>Block Two:</u>	<u>Ways of learning, writing & knowing</u>	
Wk 4 March 24	Professional knowledges: ways of knowing and writing in journalism	* Using research databases * Referencing * Finalising Problem 1	<i>Required reading:</i> Molesworth <i>et al</i> By 5pm Fri Mar 28th, Draft article to be submitted to iLearn site & to Turnitin. This early assessment will receive peer and teacher feedback but no numerical mark.
Wk 5 March 31	Disciplines of communication: two cultures?	* Bourdieu on habitus * Journalistic articles and academic essays: differences and similarities * Introducing problem 2	<i>Required reading:</i> Brick Chs 9-11 Ward

Wk 6 April 7	Embodied and situated knowledges: reasons not to use the word “bias”	* Communication, truth and disciplinary differences * What is a peer review?	<i>Required Reading:</i> Muecke, Snow By 5pm Friday April 11, peer comments on group authored article submitted to ILearn
Wk 7 April 28	Knowing, writing, remembering: Cultural history approaches to plagiarism	* Situated knowledges * Discussing problem 2	<i>Required reading:</i> Harding Rossmanith
	<u>Block Three:</u>	<u>Media and cultural studies: what are they good for?</u>	
Wk 8 May 5	<i>Reading and preparation week: no lecture</i>	<i>Reading and preparation week: no tutorial. Tutorial rooms will be available for group meetings if required.</i>	By Friday May 9th, your FINAL group portfolio including all group members’ names and student numbers should be submitted to iLearn
Wk 9 May 12	<i>What are media and cultural studies good for? reshaping the creative industries</i>	* Brainstorming problem 3 * Reflexivity and source evaluation	<i>Required reading</i> Brabazon Jenkins
Wk 10 May 19	No lectures or tutorials this week.	<i>You will be required to attend a 1:1 meeting with your tutor to discuss your final assessment.</i>	<i>Individual meetings with tutor. No reading this week.</i>

Wk 11 May 26	<i>What are media and cultural studies good for? ... Knowing how to communicate challenging ideas</i>	* Modern media work * What is an abstract?	<i>Required reading:</i> Cunningham; Allen and colleagues By 5 pm Fri. May 24, draft abstracts to be submitted to ILearn
Wk 12 June 2	Meeting to programme the conference (problem 3)	* Storytelling and communication * Criteria for conference papers and posters	<i>Required reading:</i> Olson Bring your abstract to class!
Wk 13 June 10	Q & A session in preparation for the conference.	<i>No tutorial – staff will be available for one to one consultations</i>	<i>Final preparation for the conference</i>
Wk 14 June 16	Tuesday June 11 Student conference: <i>Media and cultural studies: what are they good for?</i>	No lectures or workshops this week.	5 pm Wednesday June 12. Submission of final individual portfolios to the Arts Enquiry Office

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/

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

- Demonstrate an understanding of the ethical and practical objections to plagiarism within academic cultures, and to demonstrate good practice in referencing sources.
- Reflect on their own learning in a way that helps them to develop their academic work and plan for future action

Assessment task

- Group portfolio

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

- Demonstrate a critical understanding of the historical and cultural contexts of contemporary Australian universities, and explain how this context shapes what it means to study in higher education
- Give an account of the purpose and value of the disciplines of media and cultural studies
- Demonstrate an understanding of the ethical and practical objections to plagiarism within academic cultures, and to demonstrate good practice in referencing sources.
- Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies; explain and demonstrate the differences and similarities between some cultures of communication

inside and outside the Australian universities

Assessment tasks

- Group portfolio
- Individual portfolio.
- Participation

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

- Demonstrate a critical understanding of the historical and cultural contexts of contemporary Australian universities, and explain how this context shapes what it means to study in higher education
- Give an account of the purpose and value of the disciplines of media and cultural studies
- Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies; explain and demonstrate the differences and similarities between some cultures of communication inside and outside the Australian universities
- Reflect on their own learning in a way that helps them to develop their academic work and plan for future action

Assessment tasks

- Group portfolio
- Individual portfolio.
- Participation

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

- Demonstrate a critical understanding of the historical and cultural contexts of contemporary Australian universities, and explain how this context shapes what it means to study in higher education
- Demonstrate an understanding of the ethical and practical objections to plagiarism within academic cultures, and to demonstrate good practice in referencing sources.
- Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies; explain and demonstrate the differences and similarities between some cultures of communication inside and outside the Australian universities

Assessment tasks

- Group portfolio
- Individual portfolio.
- Participation

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 outcome

- Give an account of the purpose and value of the disciplines of media and cultural studies

Assessment tasks

- Group portfolio
- Participation

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

- Demonstrate a critical understanding of the historical and cultural contexts of

contemporary Australian universities, and explain how this context shapes what it means to study in higher education

- Give an account of the purpose and value of the disciplines of media and cultural studies
- Demonstrate an understanding of the ethical and practical objections to plagiarism within academic cultures, and to demonstrate good practice in referencing sources.
- Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies; explain and demonstrate the differences and similarities between some cultures of communication inside and outside the Australian universities

Assessment tasks

- Group portfolio
- Individual portfolio.
- Participation

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 outcome

- Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies; explain and demonstrate the differences and similarities between some cultures of communication inside and outside the Australian universities

Assessment task

- Individual portfolio.

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 outcome

- Demonstrate an understanding of the ethical and practical objections to plagiarism within academic cultures, and to demonstrate good practice in referencing sources.

Assessment tasks

- Group portfolio
- Individual portfolio.
- Participation