



# ICOM201

## International Television and Beyond

MQC1 Day 2014

*Dept of Media, Music & Cultural Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Moderator

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Credit points

3

Prerequisites

15cp

Corequisites

Co-badged status

Unit description

This unit discusses international television programs and the way in which these are constructed and distributed by media companies, and how they are interpreted within different cultures. The globalisation of production and distribution models for the television industry are examined, as are the interpretive practices audiences bring to bear on television programming that originates from elsewhere. News and current affairs television are studied, as are entertainment and educational programming.

## 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 understanding of key theories and concepts in the study of international television.

Acquire research skills by employing quantitative and qualitative media research methods.

Critically analyse and interpret research data using appropriate framework.

Present written arguments in a coherent form and demonstrate skills in oral presentation.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Summary Paper</u></a>	10%	11pm Thursday 10 April, 2014
<a href="#"><u>TV Game Show</u></a>	20%	Weeks 4-12
<a href="#"><u>Content Analysis</u></a>	30%	11pm Wednesday 7 May 2014
<a href="#"><u>Audience ethnography</u></a>	40%	11pm Wednesday June 11, 2014

### Summary Paper

Due: **11pm Thursday 10 April, 2014**

Weighting: **10%**

This assesses your understanding of unit readings and lectures up to Week 4. Choose one question from each week's tutorial activities in Weeks 2, 3 & 4 and write short answers to these questions (150-200 words each). Make sure you list which 3 questions you are answering and include your full name, student number. Submit your three summaries in one document on Turnitin by 11pm Thursday 10 April, 2014.

Students will be assessed on their ability to:

- Demonstrate knowledge and understanding of key theories and concepts in the readings, with reference to examples.
- Present ideas in a clear, concise and direct way, without grammatical and spelling errors.

On successful completion you will be able to:

- Demonstrate understanding of key theories and concepts in the study of international television.
- Present written arguments in a coherent form and demonstrate skills in oral presentation.

### TV Game Show

Due: **Weeks 4-12**

Weighting: **20%**

Working in teams of three design a television game show around the readings for the given week to test the knowledge of your peers. You are expected to think of creative ways of inviting participation of all students to draw out their views on the weekly topic, lecture and readings.

Each student must demonstrate his or her contribution towards the planning of the team activity.

Before commencing your game show provide the tutor with a printed one-page explanation which details the activity of each member as well as the key concepts and main points of the readings covered.

The activity will follow general class discussion of weekly readings and should take about 30 minutes.

Students will be assessed on their ability to:

- Demonstrate understanding of key theories, concepts and wider debates in the study of international television based on the readings through examples, comparison and contrast.
- Demonstrate awareness of cross-cultural or alternative perspectives, through examples or activity.
- Create an effective, compelling and creative tutorial that invites all peers into a meaningful discussion of issues without the tutor's help.
- Demonstrate effective teamwork.
- Submit a well-formatted, clearly written one-page handout for the tutor that highlights key ideas and concepts and details the planned contribution to the activity of each member (include references).

On successful completion you will be able to:

- Demonstrate understanding of key theories and concepts in the study of international television.
- Present written arguments in a coherent form and demonstrate skills in oral presentation.

## Content Analysis

Due: **11pm Wednesday 7 May 2014**

Weighting: **30%**

This assignment assesses your ability to critique two culturally divergent global television news services by analysing their online news content.

**Length:** 1500 words.

Carry out a content analysis of internet television of two reputable news organizations, one Western and one non-Western by studying elements such as language, pictures and headlines in the reporting of international events.

From the data gathered write a comparative analysis of news content focusing on the news agenda, sources and predominant news values. Do the following:

- Over a 2-week period gather data from the website looking at the news agenda i.e. the top 5 stories covered by subject (i.e. politics, business/economics, conflict, human

interest, celebrity) and geographical interest (i.e. North America, Europe, Asia, Latin America, Pacific)

- Who are the experts quoted? (i.e. their cultural, political or social orientation) Are they from an elite or non-elite country or group?
- From what cultural/national perspectives are the stories being reported?
- Who is the target audience?
- What are the predominant news values?

Your insights and analysis should be supported by examples from the evidence gathered as well as course readings and other literature.

Attach samples of your page views as an appendix to your analysis for each website.

Examples of television stations to choose from:

- BBC
- Al Jazeera
- CNN
- CCTV
- France24
- Xinhua News Agency
- ABC News World
- TimesNow.tv

Other international television organisations may be chosen after consulting with your tutor.

Submit your analysis and samples as one document to Turnitin by 11pm Wednesday 7 May, 2014.

Students will be assessed on their ability to:

- Clearly articulate the aim and method of their research.
- Present robust data, using evidence to build an argument.
- Draw connections from different forms of evidence.
- Structure the essay in a clear, logical and engaging way.
- Provide a strong argument through interpretation of data and reference to relevant concepts.
- Effectively integrate cited material, with complete and appropriate referencing.
- Write clearly, concisely and directly, without spelling or grammatical errors.

On successful completion you will be able to:

- Demonstrate understanding of key theories and concepts in the study of international television.
- Acquire research skills by employing quantitative and qualitative media research methods.
- Critically analyse and interpret research data using appropriate framework.
- Present written arguments in a coherent form and demonstrate skills in oral presentation.

## Audience ethnography

Due: **11pm Wednesday June 11, 2014**

Weighting: **40%**

Develop a log and commentary on the television viewing behaviour of a group (e.g. family, friends) covering weeks 8-11.

**Length:** 2000 words

Maintain a daily report (log and commentary) on your **observations over the 4 weeks**. You may use Marie Gillepie's observations on the use of television among South Asian families in Southall as a guide (Gillespie 1995, see Week 9 readings). You must attach relevant observations from your daily notes to your final report.

Your log (daily report) must note details on the following:

- Day, time, channel, type (e.g. free-to-air, pay TV)
- The nature of the content (programs watched, genre, language, advertisements etc.)
- Duration of viewing
- Other uses of television (e.g. to watch DVDs, use of games consoles etc.)
- The people who shared or participated in the viewing events (describe them)
- Activities that took place during the viewing events

Your report will summarize your key observations and findings over the 4 weeks and directly link these to course materials (especially Week 9 readings, including extra readings) and other relevant readings you find, as well as concepts discussed in lectures and tutorials.

Submit your report and log as one document to Turnitin by 11pm Wednesday June 11, 2014.

Students will be assessed on their ability to:

- Clearly articulate the aim and method of their research.
- Use robust and varied data from ethnographic observations.
- Make connections using different forms of evidence.
- Keep a comprehensive log with relevant and substantial observational data over a three-week period.
- Refer to at least 3 relevant sources from the unit reader and more than 4 thoughtfully

chosen academic sources beyond the reader.

- Structure the report in a clear, logical and engaging way.
- Discuss ideas with relevant frameworks, linking concepts to insights based on the findings.
- Effectively integrate cited material, with complete and appropriate referencing.
- Write clearly, concisely and directly, without spelling or grammatical errors.

NB: Detailed marking rubrics for all assessment tasks can be found on ilearn.

On successful completion you will be able to:

- Demonstrate understanding of key theories and concepts in the study of international television.
- Acquire research skills by employing quantitative and qualitative media research methods.
- Critically analyse and interpret research data using appropriate framework.
- Present written arguments in a coherent form and demonstrate skills in oral presentation.

## **Delivery and Resources**

### **LECTURES AND TUTORIALS**

ICOM201 INTERNATIONAL TELEVISION AND BEYOND consists of a weekly 2-hour lecture (Tuesday) and a weekly 1-hour tutorial. Students are expected to attend every lecture.

Students who miss more than two tutorials, without evidence of sickness or unavoidable disruption, will have to defend their continuation in the unit.

### **REQUIRED READINGS**

Besides attending lectures and tutorials, students are also required to complete the required weekly readings. Students should expect to dedicate roughly 7 hours per week to out of class reading, assignments and tutorial preparation.

The compulsory unit readings can be found in the ICOM201 Unit reader, which is available for purchase from the University's Bookshop. Students must read the weekly readings BEFORE each week's tutorial. Required readings will be available electronically on the library's eReserve.

### **ILEARN**

Students are also expected to regularly follow the unit on ilearn and stay informed of special announcements and additional information posted there.

## **ASSIGNMENT SUBMISSION**

All written assessments are to be submitted online via Turnitin, accessed through the ICOM201 ilearn site.

Please ensure your full name, student number and Lecturer's name appears on the first page of your document.

## **EMAIL**

Students should record their Lecturer's email address at the beginning of the semester and all questions about ICOM201 should first be emailed to the tutor. Generally student emails will be replied to within 48 business hours. Students should ensure that they can receive emails sent to their MQ email addresses.

## **OTHER RECOMMENDED RESOURCES**

Other recommended texts available in the reserve section of library (other related books are also in reserve).

Useful extra readings include:

Straubhaar, J (2007). *World Television: from Global to Local*, Los Angeles: Sage.

Moran, A. and Keane, M. (Eds.) (2004). *Television Across Asia: Television industries, program formats and globalization*, London: RoutledgeCurzon.

Wilson, T. (2004). *Playful Audience: From talkshow viewers to Internet users*, Creskill, NJ: Hampton Press.

Parks, Lisa and Kumar Shanti (Eds.) (2003). *Planet TV: a global television reader*. New York ; London : New York University Press

Ammon, Royce J., (2001). *Global television and the shaping of world politics: CNN, telediplomacy, and foreign policy*. Jefferson, N.C.: McFarlan

French, David and Richards, Michael (Eds.) (2000). *Television in Contemporary Asia*. New Delhi: Sage.

Thussu, Daya Kishan (2000). *International Communication. Continuity and change*, London: Arnold pp.200-223

Barker, Chris. (1997). *Global Television: An Introduction*, Oxford: Blackwell Publishers

Thomas, A. O. (1996). Global diasporic and subnational ethnic, audiences for satellite television in South Asia, *The Journal of International Communication*, 3(2). pp.61-75

## **Unit Schedule**

### **Week 1 Unit Overview and Assessments**

Discussion of Unit outline and assessments – Please see iLearn

No Tutorials are scheduled for this week.

Complete readings for Week 2



## **Week 2 Study of Television**

Until the arrival of the Internet in the late 1990s, television was the most glamorous field of study and research across the many fields of media scholarship. While technologies may eventually blur the distinctions between television and Internet content, audiences and broadcaster, the old box remains the key to widespread public access to information, entertainment and communication around the world.

Tutorial activity: What are the global frameworks within which study of global television may be conducted as discussed by Straubhaar. Name some key approaches to television study as discussed by Burton.

Straubhaar, J. (2007) *World Television: From Global to Local*, Thousand Oaks: Sage, pp. 1-29

Burton, Graeme (2000) *Talking Television. An introduction to the study of Television*, New York: Arnold, pp.13-40

## **Week 3 Trends and Flows**

Whether you've got access to one channel or 500, television has spread to virtually all parts of the world in one way or another over the last 50 years. At one level it is global and flows across national borders, at another it is local and reflects the character of its audiences.

Tutorial activity: What are the characteristics of transnational television? Define and discuss cultural proximity in relation to audience reception of global television? Discuss the success of *Ugly Betty* as a format programming in different markets.

Chalaby, J. K. (2005), 'Towards an Understanding of Media Transnationalism', in J. K. Chalaby (ed.), *Transnational Television Worldwide: Towards A New Media Order*, London: I. B. Tauris, pp. 1-13.

Moran, A. (2009), *New Flows in Global TV*, Bristol: intellect. Pp.89 -109

Setijadi, Charlotte (2005) 'Questioning Proximity: East Asian TV Dramas in Indonesia', *Media Asia*, Vol 32 N0 4

## **Week 4 Television News**

Beyond direct experience, television news plays an important role in shaping the viewers' knowledge about places, people and events around the world. However, the view of the world through television news is distorted and disorientating. This can cause dire political, cultural and social misunderstanding.

Tutorial activity: Define and discuss two of the following - News Agenda, agenda setting, gate keeping and news values. What are some key professional practices and cultural factors that influence news production? Watch television news segments and identify some of these.

Watson, J. (1998) *Media Communication: An introduction to theory and Process*, London: Macmillan Press, pp. 105-129.

Hatchen, W. & Scotton, J. (2007). *The World News Prism: Global Information in a Satellite Age*, Malden: Blackwell Publishing pp. 35-63

Noblet, K (2001) Producing and marketing news for the International Audience, in Silva T. (Ed.) *Global News, Perspectives on the Information Age*, Ames, Iowa: Iowa State University Press, pp.53-63

Extra Reading

Aguiar, L (2009) Framing a Global Crises: An Analysis of the coverage of the latest Israeli-Palestinian Conflict by Al Jazeera and CNN

## **Week 5      Reporting Conflict – The Power of Pictures**

Television has been the battleground for fighting ideological wars.

Tutorial activity: Watch coverage of a conflict by CNN and Al Jazeera and discuss how their reporting may differ. Do they reflect any of the ten proposals for war coverage discussed by Galtung?

Iskandar, Adel and Mohammed el-Nawawy (2004) ' Al-Jazeera and War Coverage in Iraq' in Allan, Stuart and Zelizer, Barbie (Eds.) *Reporting war: journalism in wartime*. London: Routledge pp. 315-332

Galtung, J and Vincent R. (1992) *Global Glasnost*, New Jersey: Hampton Press. Pp. 193-234.

## **Week 6      Development Television**

Television has played an important role in the developing world in educating and informing the population as well as in the project of nation building.

Tutorial Discussion: Using the case study of Doordarshan discuss the development mandate of television broadcasting in India. How can television contribute to bringing a diversity of views in plural societies such as nations in Africa?

Fursich, Elfride and Shrikhande, Seema (2007) 'Development Broadcasting in India and Beyond: Redefining an Old Mandate in an Age of Media Globalization' *Journal of broadcasting & Electronic Media*, 51(1), pp.110-128

Amienyi, Osabuohien, P. (2004) Broadcasting and National Development in Africa, in

Okigbo, Charles, C. and Eribo, Festus (Eds)., *Development and Communication in Africa*, Lanham: Rowman & Littlefield Publishers, Inc. pp.105-114

### **Week 7 State-Funded TV Services**

Public service broadcasting has traditionally aimed at social agendas associated with concepts like nation-building, education and information dissemination. In recent years these concepts have been challenged by conservative political agendas that emphasise a reduced role for government in public services.

Tutorial activity: Discuss the principles of Public Service broadcasting and how it contributes towards a democratic society? How is Chinese State television different to western public service broadcasting.

Petley, Julian, (2006) Public Service Broadcasting in the UK in Gomery, D. and Hockley, L. (eds) *Television Industries*, London: BFI. Pp.42-44

Aufderdeide, Patricia (2006) Television, Public Service Broadcasting, Public Interest Mandates – US, in Gomery, D. and Hockley, L. (eds) *Television Industries*, London: BFI. Pp. 45-48.

Hu Zhengrong and Hong Li (2008) 'China's television in Transition' in Ward, D. (ed.) *Television and public policy: change and continuity in an era of global liberalization*. New York: Lawrence Erlbaum Associates.

### **Week 8 Hybridity, Identity and TV Consumption**

Many people worry about the amount of foreign TV programs that appear on their screens. This relates to the concern that exposure to foreign values, behaviours and practices will ruin local cultures and traditions. This debate remains one of the strongest themes in the study of international flows of programming.

Tutorial Discussion: How does audience identity play out in TV consumption?

Straubhaar, J. (2007) *World Television: From Global to Local*, Thousand Oaks: Sage, pp. 221-256

Coutas, Penelope (2006) 'Fame, Fortune, Fantasi: Indonesian Idol and the new Celebrity' *Asian Journal of Communication* Vol. 16, No. 4 December pp. 371- 392

### **Week 9 TV Audience Research**

Televisions can be found almost everywhere: from the lounge room to the airport lounge people can be found glued to it – or are they? Audience research illustrates the social,

cultural, political and economic dimensions of television and just what it means to the viewer.

Tutorial Discussion: What are the differences between effects study and reception study in television research.

Seiter, Ellen (2002 reprint). *Television and New Media Audiences*, Oxford: Clarendon Press, pp.9-33

Gauntlett, David and Hill, Annette (1999). *TV Living*, London and New York: Routledge, pp.21-51

Gillespie, Marie (2000). Transnational Communications and Diaspora Communities, in Cottle, Simon *Ethnic minorities and the media*, Open University Press: Buckingham, pp.164-178

Extra reading

Lindhof, Thomas R. and Taylor, Bryan C. (2002) *Qualitative Communication Research Methods* 2nd Edition, pp.158-169

Wilson, T. (2004). *The Playful Audience: From Talk Show Viewers to Internet Users*. New Jersey: Hampton Press Inc. pp. 51-74.

## **Week 10 Indigenous Television**

Indigenous and community groups want access to television production for cultural maintenance and social action. Aboriginal people in Australia and Canada are leading the world in the production of proactive messages for their people to counter mainstream programming.

Tutorial Discussion: Why is it important for indigenous and marginalised groups to have access to the means of television production?

Ginsburg, Faye (2003). Embedded Aesthetics: Creating a Discursive Space for Indigenous Media in Parks, Lisa and Kumar Shanti (Eds.) *Planet TV: a global television reader*. New York ; London : New York University Press.

Medrado, Andrea (2005) 'Community Television: A Case Study from Favela da Rocinha, Brazil.' Conference Paper, International Communication Association; 2005 Annual Meeting, New York, NY, 25p

## **Week 11 Commercial Imperatives - Entertainment TV**

Television has become a promotional space that is aimed at matching audiences with advertisers. The pressures of commercialisation have reconfigured all aspects of television to generate profits and encourage the consumption of products and services.

Tutorial Discussion: How have commercial imperatives changed the business of television?

Thussu, Daya Kishan (2007) *News as entertainment: the rise of global infotainment*. London: SAGE pp.15-42

Iwabuchi, Koichi (2004) 'Japan in the global television format business' in Moran, A. and Keane, M. (Eds.) *Television across Asia*, London: RoutledgeCurzon

La Pastina, A. C. (2001). Product placement in Brazilian Prime Time Television: the case of the reception of a Telenovela, *Journal of Broadcasting and Electronic media*, 45(4) pp.541-557

## **Week 12    New Media and Beyond**

New media technologies like the Internet and mobile communications have completely reconfigured the entertainment and information business. Television audiences are disappearing and moving onto interactive and on-demand services while digital TV remains an unrealised revolution.

Tutorial discussion: Discuss your own consumption habits of television and Internet.

Heads, Wayne (2006) Digitalisation: Transforming Traditional Broadcasting. *Media Asia* Vol. 33 No. 3 & 4 pp. 175 – 179

Molyneaux, H. et. al. (2008) 'New Visual Media and Gender: A Content, Visual, and Audience Analysis of YouTube Vlogs.' Conference Paper, International Communication Association; 2008 Annual Meeting, 12p

## **Week 13 Review**

# **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](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](http://mq.edu.au/policy/docs/grievance_management/policy.html)

[t/policy.html](#)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](https://students.mq.edu.au/support/student_conduct/)

## **Grades**

Macquarie University uses the following grades in coursework units of study:

- HD - High Distinction
- D - Distinction
- CR - Credit
- P - Pass
- F – Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

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

For further information, please refer to the following link:

<http://universitycouncil.mq.edu.au/legislation.html>

## **Grade Appeals and Final Examination Script Viewing**

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

<http://www.city.mq.edu.au/reviews-appeals.html>

## Attendance at Macquarie City Campus

All Students are required to attend at least 80% of the scheduled course contact hours each Session. Additionally Macquarie City Campus monitors the course progress of international students to ensure that the student complies with the conditions of their visa relating to attendance.

This minimum level of attendance includes all lectures and tutorials. Tutorial attendance will be recorded weekly. If any scheduled class falls on a public holiday this will be rescheduled as advised by your Lecturer. Attendance at any mid-Session or in-class test is compulsory unless otherwise stated.

Unavoidable non-attendance due to illness or circumstances beyond your control must be supported by appropriate documentation to be considered for a supplementary test. Other non-attendance will obtain zero for the test. You should refer to the section below on Special Consideration for more details about this.

## 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](http://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](http://ask.mq.edu.au)

## Student Support at Macquarie City Campus

Students who require assistance are encouraged to contact the Student Services Manager at Macquarie City Campus. Please see reception to book an appointment.

Macquarie University provides a range of Academic Student Support Services. Details of these

services can be accessed at <http://students.mq.edu.au/support/>

At any time students (or groups of students) can book our Student Advising rooms on Level 6 by emailing [info@city.mq.edu.au](mailto:info@city.mq.edu.au) with a day and time and nominated contact person. There are additional student study spaces available on Level 1.

Macquarie University Campus Wellbeing also has a presence on the City Campus each week. If you would like to make an appointment, please email [info@city.mq.edu.au](mailto:info@city.mq.edu.au) or visit their website at: <http://www.campuslife.mq.edu.au/campuswellbeing>

StudyWISE provides:

- Online learning resources and academic skills workshops [http://www.mq.edu.au/learning\\_skills](http://www.mq.edu.au/learning_skills)
- Personal assistance with your learning & study related questions

## 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.

### IT Help at Macquarie City Campus

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/> or call 02 9850-4357.

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 and it outlines what can be done.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

Students are expected to act responsibly when utilising Macquarie City Campus IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted.
- Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and



strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

If you would like to borrow headphones for use in the Macquarie City Campus computer labs (210, 307, 311, 608) at any point, please ask at Level 2 Reception. You will be required to provide your MQC Student ID card. This will be held as a deposit while using the equipment.

For assistance in the computer labs, please see a Lab Demonstrator (usually they can be found in Lab 311, otherwise ask at Level 2 Reception).

## **Graduate Capabilities**

### **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 outcome**

- Demonstrate understanding of key theories and concepts in the study of international television.

### **Assessment tasks**

- Summary Paper
- TV Game Show
- Content Analysis
- Audience ethnography

### **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 outcome**

- Critically analyse and interpret research data using appropriate framework.

### **Assessment tasks**

- Content Analysis
- Audience ethnography

## **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 outcome**

- Acquire research skills by employing quantitative and qualitative media research methods.

### **Assessment tasks**

- Content Analysis
- Audience ethnography

## **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 outcome**

- Present written arguments in a coherent form and demonstrate skills in oral presentation.

### **Assessment tasks**

- Summary Paper
- TV Game Show

- Content Analysis
- Audience ethnography