



# MAS 105

## Media Cultures

MQC1 Day 2015

*Dept of Media, Music & Cultural Studies*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Lecturer

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit assesses some of the major transformations and continuities in the media environment of the early twenty-first century. Topics covered include: technological convergence; global media flows; regulation and ownership of media industries; the challenges to publicly funded media in an increasingly global and digital media environment; new and emerging media industries, including the creative industries discourse; key discourses and frameworks for analysing media audiences.

## 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 and critically evaluate key concepts in Media Studies

identify the ways new media technologies shape and are shaped by social, cultural, political and economic processes

distinguish between and evaluate various theoretical positions on media audiences, media industries, regulation and policy

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

communicate academic ideas verbally and in a range of genres of writing, including

abstracts and essays

reflect critically on their own academic work and use that reflection to plan for future assessments

engage actively in the process of learning

## Assessment Tasks

Name	Weighting	Due
<a href="#">Essay outline</a>	15%	Week 5
<a href="#">Student run tutorial</a>	20%	Weeks 6-12
<a href="#">Quizzes (participation)</a>	10%	Weeks 6, 7, 10, 11, 12
<a href="#">Essay</a>	40%	Week 10
<a href="#">Essay Evaluation</a>	5%	Week 13
<a href="#">Participation in tutorials</a>	10%	ongoing

### Essay outline

Due: **Week 5**

Weighting: **15%**

You should submit a 500 word (plus references) outline of your essay structure. The essay questions and further instructions are posted on iLearn.

The outline should consist of a bullet point description of how you expect to structure your essay. The outline should demonstrate the ability to construct a framework for analysing and critiquing an identified issue. The outline should also acknowledge some of your (initial) research choices. You should also include a reference list of at least three sources you have read so far in preparing your outline and should include in-text referencing where appropriate. At least one of your sources should be from independent reading beyond the unit reader.

### Marking Criteria

- Adequate reading and research
- Understanding of key concepts in the unit
- Ability to compare and analyse key concepts in the unit
- Organisation of argument
- Clarity of communication
- Accurate and appropriate referencing
-

On successful completion you will be able to:

- undertake independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- communicate academic ideas verbally and in a range of genres of writing, including abstracts and essays

## Student run tutorial

Due: **Weeks 6-12**

Weighting: **20%**

Between Weeks 6 and 12, each student, along with two classmates, run a tutorial. The three people running the class should plan the session together, sharing responsibilities and coordinating their activities. This is not a class presentation. Your assignment is to stimulate class discussion and to manage that discussion; your assignment is **not** to summarise the readings. Your tutorial activities should be based around discussion questions which you devise yourselves. Any activity that involves considering and discussing questions which relate to the topic, readings and lectures for the week is suitable. See iLearn for further advice on structuring and planning suitable activities and for tips on posing good questions.

### Marking Criteria

- Understanding and critical analysis of key readings and ideas. Deployment of understanding to promote others' understanding
- Research and preparation
- Organisation of the learning activities
- Communication and providing opportunities for student engagement

On successful completion you will be able to:

- analyse and critically evaluate key concepts in Media Studies
- identify the ways new media technologies shape and are shaped by social, cultural, political and economic processes
- distinguish between and evaluate various theoretical positions on media audiences, media industries, regulation and policy
- undertake independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- communicate academic ideas verbally and in a range of genres of writing, including abstracts and essays
- engage actively in the process of learning

## Quizzes (participation)

Due: **Weeks 6, 7, 10, 11, 12**

Weighting: **10%**

There are five online multiple choice quizzes throughout the semester testing your understanding of lectures and reading, and thus your participation in two key elements of the unit. In order to successfully complete the quiz you must have attended or carefully listened to the lecture and read the set readings for the week.

Quizzes are hosted on MAS105's ilearn site and you can access them immediately after the lecture on the Monday of the week in which they are set. Each quiz must be completed by 11 am on the Monday after the week in which the topic has been introduced - so you have a week to complete each quiz. There will be quizzes in Weeks 6,7, 10,11 and 12. The deadline for submission of each quiz is Monday 11 am on September 15, Sept 22, Oct, 27, November 3 and November 10. Late submissions of quizzes will not be accepted without evidence of significant medical or other disruption. Feedback on your quiz answers will be available a week after the quiz closes.

If you would like to practice for the assessed quizzes, you may want to watch the videos in the video glossary and take the associated multiple choice self-tests.

On successful completion you will be able to:

- analyse and critically evaluate key concepts in Media Studies
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- distinguish between and evaluate various theoretical positions on media audiences, media industries, regulation and policy
- engage actively in the process of learning

## Essay

Due: **Week 10**

Weighting: **40%**

The essay (2000 words plus list of references) provides an opportunity for you to build on the outline you submitted in Week 5. The essay questions are posted on iLearn. Unless otherwise advised by your tutor, you should address the same essay question, but you may want to modify your approach or arguments in the light of feedback from your tutor and your own reflection on the strengths and weaknesses of your argument.

All essays should include evidence of wide reading and significant independent research. Your

essay should refer to AT LEAST:

- three readings from the uni reader, including those mentioned in your specific essay question.
- five **academic** sources beyond the unit reader. At least two of these should be articles from an academic peer-reviewed journal.

Broader reading within the disciplines of media, communications and cultural studies will be highly valued. All essays should include a reference list with full bibliographic details of all sources referred to in the essay, and in-text referencing. In MAS105, we expect you to use the Harvard or author-date referencing style. Further information about how to use this style is included on the library website under ['Harvard Style'](#).

## Marking Criteria

- Understanding and critical engagement with key readings in the unit
- Comparison and analysis of key concepts in the unit
- Independent research within the discipline
- Use of research and reading to support the argument
- Organisation of argument including clear addressing of the question
- Clarity of communication
- Accurate and appropriate referencing
- Ability to reflect upon and utilise essay outline feedback

On successful completion you will be able to:

- analyse and critically evaluate key concepts in Media Studies
- identify the ways new media technologies shape and are shaped by social, cultural, political and economic processes
- distinguish between and evaluate various theoretical positions on media audiences, media industries, regulation and policy
- undertake independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- communicate academic ideas verbally and in a range of genres of writing, including abstracts and essays
- reflect critically on their own academic work and use that reflection to plan for future assessments

## Essay Evaluation

Due: **Week 13**

Weighting: **5%**

In Week 13 you will have a consultation with your tutor where you will critically reflect on your essay and how effective it was in meeting the objectives and criteria for assessment. There is a form available for download on ilearn which you should complete in bullet points before you meet with your tutor. The notes you make on this form can help guide your conversation with your tutor and act as a record for your tutor's benefit - you should submit the form to your tutor during your meeting.

During the consultation you will have the opportunity to make a statement which details: (1) how you sought to address the assessment criteria in your essay; (2) how well you think you achieved these aims and (3) what you could have done to improve your argument. Your tutor will discuss your essay and return your submission.

## Marking Criteria

- preparation and thinking in anticipation of the meeting, including consideration of questions on the essay evaluation form
- awareness of criteria for the essay and learning outcomes of the unit
- engagement in self-assessment of written work
- reflection on future work and planning

On successful completion you will be able to:

- communicate academic ideas verbally and in a range of genres of writing, including abstracts and essays
- reflect critically on their own academic work and use that reflection to plan for future assessments
- engage actively in the process of learning

## Participation in tutorials

Due: **ongoing**

Weighting: **10%**

Attendance and participation at tutorials, based on effective preparation including reading, and attending lectures (or listening to them carefully online) is essential to successfully complete the course. Your understanding of the ideas in lectures and readings will be tested through the online quizzes. However, tutors will also keep records of your attendance at tutorials and 10% will be allocated on the basis of your participation, preparedness, and contributions to class discussions and group activities.

Marking criteria

- \* evidence of preparation for tutorials by reading and attending (or auditing) lectures
- \* informed contributions to discussion in tutorials

- \* thoughtful attempts to share and develop ideas with peers and tutor
- \* evidence of reflection on your own understandings and perspectives
- \* regular attendance at tutorials

On successful completion you will be able to:

- distinguish between and evaluate various theoretical positions on media audiences, media industries, regulation and policy
- communicate academic ideas verbally and in a range of genres of writing, including abstracts and essays
- reflect critically on their own academic work and use that reflection to plan for future assessments
- engage actively in the process of learning

## **Delivery and Resources**

### **Classes**

A two-hour lecture every week throughout the semester plus a one-hour tutorial. Students are expected to attend every lecture. Students are required to attend every tutorial. You should read the required readings for each week before the lecture — and certainly before the tutorial.

Please note that we are unable to assist with changes of tutorial time. If you want to change to a different tutorial time you will need to go to student admin. All changes to tutorial enrolment need to be made in this way by the student concerned - you will *not* just be able to turn up at the tutorial you want and hope the tutor lets you stay, as this is likely to cause unacceptable overcrowding.

*Students should expect to spend approximately seven hours each week outside of class time reading and preparing for assignments and tutorials.*

### **Required Text:**

The MAS105 reader is mandatory and available at MQC reception.

### **Recommended Text:**

Meikle, Graham & Young, Sherman (2012) *Media Convergence: Networked Digital Media in Everyday Life*, Palgrave is recommended and available in the Coop Bookshop.

### **Technology Used and Required**

MAS105 uses iLearn and it is expected that students will regularly check iLearn for details about lectures, assessments and further readings.



## Assignment submission

Written assignments will be submitted to turnitin via the links on the MAS105 iLearn website. Please make sure your full name, student number and tutor's name appears on the first page of your document. Assignments submitted late will be penalised 5% per day.

## Email

Questions about MAS105 should first be directed to your tutor. Students should ensure that they can receive emails sent to their MQ email addresses.

## What you can expect in MAS105

Our strategy in MAS105 is to get you to deepen and broaden your interest in media studies by exposing you to some critical theoretical frameworks that will help you understand the contemporary media landscape.

A lot of nonsense is written and talked around the media, and media studies can help you excavate the assumptions people (scholars and civilians) make when they pronounce on the media. You will have an opportunity to critically interrogate those assumptions, compare different perspectives on related issues, and test the evidence that is offered to support some of the big statements people make about 'the media' and especially 'new media'. In short we'll expect you to come out at the end of the unit able to be critical of others' (and your own) preconceptions about new media.

We will ask a lot of you in this unit – you won't be able to slowly fall asleep in lectures and tutorials and then regurgitate hastily memorised material in a final exam. To pass the unit you will need to consistently attend and participate in lectures and tutorial, read every week, and start working towards your major essay right at the beginning of semester. While there are a lot of assessments in the unit, most of them build on each other, so the work you put in to prepare for a response in Week 3 will come to fruition in the richer essay you submit in Week 9. However, you will need to be organised. We will remind you of upcoming deadlines, but you also need to keep close track of them yourself.

You'll also need to talk to your fellow students, right from the beginning – we think you learn as much from each other as from listening to lectures and tutors. Group work, tutorials and also the iLearn site give you an opportunity to discuss administrative and intellectual issues with your peers.

Even though some of the ideas, readings and tasks we'll ask you to engage with are really challenging, we will give you lots of help and support in building towards (and then planning beyond) your major essay. You will have opportunities to get feedback on your plans, and to get extra marks for a thoughtful reflection, even on a major essay that doesn't turn out as well as you hoped.

## Unit Schedule

### Week 1: Convergent media, current contexts

Meikle, Graham & Young, Sherman (2012) Ch 3 'From Broadcast to Social Media' in *Media Convergence: Networked Digital Media in Everyday Life*. Palgrave Macmillan, Basingstoke, pp. 59-78.

Manovich, Lev (2001) *The Language of New Media*, MIT Press, Cambridge, Massachusetts, pp. 19-61.

### **Week 2: How did we get here?**

Meikle, Graham & Young, Sherman (2012) Ch 7 'Time, Space and Convergent Media' in *Media Convergence: Networked Digital Media in Everyday Life*. Palgrave Macmillan, Basingstoke, pp. 148-171.

Thompson, John (1999) "The Media and Modernity" in Hugh Mackay and Tim O'Sullivan (eds) *The Media Reader: Continuity and Transformation*, Sage, London, pp. 12-27.

### **Week 3: What makes media change?**

Winston, Brian (1995) "How are media born and developed?" in John Dowling, Ali Mohammadi, Annabelle Sreberny-Mohammadi (eds) *Questioning the Media: a Critical Introduction*, London, Sage, pp.54-74.

Flew, Terry (2008) "Approaches to new media" from *New Media: An Introduction*, 3<sup>rd</sup> edition, Oxford, Oxford University Press, pp.38-57

### **Week 4: Global media flows**

McChesney, Robert W (2001) "Global Media, Neoliberalism and Imperialism" in *Monthly Review*, March 2001

Appadurai, Arjun (2000) [1990] "Disjuncture and Difference in the Global Cultural Economy" in Frank Lechner and John Boli (eds) *The Globalization Reader*, Blackwell, Oxford, pp. 322-30.

### **Week 5: Research and writing**

'Researching a Topic' Training course notes, prepared by Macquarie University Library.

### **Week 6: Regulating 21st Century Media**

Meikle, Graham & Young, Sherman (2012) Ch 8 'Regulation, Policy and Convergent Media' in *Media Convergence: Networked Digital Media in Everyday Life*. Palgrave Macmillan, Basingstoke, pp. 172- 195.

Hesmondhalgh, David (2002) *The Cultural Industries*, Sage, London, pp. 107-33.

Lessig, Lawrence (1999) *Code and Other Laws of Cyberspace*, Basic Books, New York, pp 85-99.

### **Week 7: Ownership**

Croteau, David and Hoynes, William (2005) *The Business of Media: Corporate Media and the Public Interest*, Pine Forge Press, Thousand Oaks, pp. 15-40.

Tiffen, Rod (2006) "The Press" in Stuart Cunningham and Graeme Turner (eds) *The Media and Communications in Australia* (second edition), Allen & Unwin, Sydney, pp. 97-112

Dwyer, Tim, Martin, Fiona, Goggin, Gerard (2011) "News Diversity and Broadband Applications: Challenges for Content and Distribution", *Telecommunications Journal of Australia* 61:4, pp. 65.1-65.11

**Week 8:** Reading week to catch up and recap course content.

### **Week 9: The end of Public Service Broadcasting?**

Jacka, Elizabeth (2006) "The Future of Public Service Broadcasting" in Stuart Cunningham and Graeme Turner (eds) *The Media and Communications in Australia* (second edition), Allen & Unwin, Sydney, pp. 344-56.

Scannell, Paddy (1997) "Public Service Broadcasting and Modern Public Life," in Tim O'Sullivan and Yvonne Jewkes (eds) *The Media Studies Reader*, Arnold, London, pp. 60-71.

Andrejevic, Mark (2013) "Public service media utilities: rethinking search engines and social networking as public goods" *Media International Australia incorporating Culture and Policy*, 146, pp. 123-132.

### **Week 10: Social media, new public spheres?**

Howley, Kevin (2007) "Community Media and the Public Sphere" from Devereux, Eoin (ed) *Media Studies: Key Issues and Debates*, Los Angeles, Sage, pp.342-360.

Van Djick, Jose (2009) "Users like you? Theorising agency in user-generated content" from *Media, Culture and Society* 31, pp.41-58

### **Week 11: Vulnerable viewers?**

Ruddock, Andy (2001) "Cultivation analysis" in *Understanding Audiences: Theory and Method*, Sage: London, extracts from pp 97-116.

Barker, Martin (2001) "The Newson Report: a Case Study in Common Sense" in Martin Barker and Julian Petley (eds) *Ill Effects: the Media/Violence Debate*, (Second edition) Routledge, London, pp. 27-46.

### **Week 12: Media audiences, marketing & convergence**

Turnbull, Sue (2006) "Audiences" in Stuart Cunningham and Graeme Turner (eds) *The Media and Communications in Australia* (second edition), Allen & Unwin, Sydney, pp. 78-93.

Balnaves, Mark & O'Regan, Tom (2010) "The politics and practice of television ratings conventions: Australian and American approaches to broadcast ratings" *Continuum: Journal of Media & Cultural Studies*, 24:3, pp.461-474.

### **Week 13: Essay evaluations**

Evaluation week no readings.

## **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)

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/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Additional information

MMCCS website [https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments/media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments/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](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)

## 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

### 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

- analyse and critically evaluate key concepts in Media Studies
- identify the ways new media technologies shape and are shaped by social, cultural, political and economic processes
- distinguish between and evaluate various theoretical positions on media audiences, media industries, regulation and policy
- communicate academic ideas verbally and in a range of genres of writing, including abstracts and essays
- engage actively in the process of learning

### Assessment tasks

- Essay outline
- Quizzes (participation)
- Essay
- Essay Evaluation
- Participation in tutorials

## 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

- analyse and critically evaluate key concepts in Media Studies
- identify the ways new media technologies shape and are shaped by social, cultural, political and economic processes
- distinguish between and evaluate various theoretical positions on media audiences, media industries, regulation and policy
- undertake independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- communicate academic ideas verbally and in a range of genres of writing, including abstracts and essays
- reflect critically on their own academic work and use that reflection to plan for future assessments

### Assessment tasks

- Essay outline
- Student run tutorial
- Quizzes (participation)
- Essay
- Participation in tutorials

## 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 and critically evaluate key concepts in Media Studies
- identify the ways new media technologies shape and are shaped by social, cultural, political and economic processes
- distinguish between and evaluate various theoretical positions on media audiences, media industries, regulation and policy
- undertake independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- communicate academic ideas verbally and in a range of genres of writing, including abstracts and essays
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- engage actively in the process of learning

## Assessment tasks

- Essay outline
- Quizzes (participation)
- Essay
- Essay Evaluation
- Participation in tutorials

## 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 and critically evaluate key concepts in Media Studies
- identify the ways new media technologies shape and are shaped by social, cultural, political and economic processes
- distinguish between and evaluate various theoretical positions on media audiences, media industries, regulation and policy
- undertake independent academic research in the discipline, including identifying and using appropriate articles in academic journals

- communicate academic ideas verbally and in a range of genres of writing, including abstracts and essays
- engage actively in the process of learning

## **Assessment tasks**

- Essay outline
- Quizzes (participation)
- 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 and critically evaluate key concepts in Media Studies
- identify the ways new media technologies shape and are shaped by social, cultural, political and economic processes
- distinguish between and evaluate various theoretical positions on media audiences, media industries, regulation and policy
- undertake independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- communicate academic ideas verbally and in a range of genres of writing, including abstracts and essays
- reflect critically on their own academic work and use that reflection to plan for future assessments

## **Assessment tasks**

- Student run tutorial
- Essay
- Essay Evaluation
- Participation in tutorials

## **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**

- engage actively in the process of learning

### **Assessment task**

- Participation in tutorials

## **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:

### **Assessment task**

- Participation in tutorials

## **Changes from Previous Offering**

Since the last time the unit was offered in Term 3, 2014: \* Some readings for the unit have been updated. \* Online multiple choice quizzes have been added, replacing in-class tests, to ensure student understanding of key lecture and reading material and prompt feedback on assessment. \* An online video glossary has been developed for key concepts in the course.

## **Late Penalties**

Please make note of all due dates for MAS105 assignments. Assignments which are submitted late will incur a 5% penalty per day.