



MMCS115

Academic Cultures

S3 Day 2014

Dept of Media, Music & Cultural Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

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By appointment only

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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 to be able to 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 using and referencing.

Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies. By the end of the unit, students will be able to both explain and practically 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%	Monday January 12
<u>Individual Portfolio</u>	50%	Friday January 30
<u>Participation</u>	25%	Ongoing

Group Portfolio

Due: **Monday January 12**

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 group authored article, around 1,000 words long, responding to Problem 1,

A correctly and fully referenced annotated bibliography of at least ten sources used to research Problem 1

A group authored submission on plagiarism OR teaching materials on situated knowledges, between 1,000 and 1,500 words long, responding to Problem 2.

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.

On successful completion you will be able to:

- Demonstrate a critical understanding of the historical and cultural contexts of contemporary Australian universities, and to be able to 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 using and referencing.
- Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies. By the end of the unit, students will be able to both explain and practically 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: **Friday January 30**

Weighting: **50%**

Components of the Individual portfolio:

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.

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

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:

- Demonstrate a critical understanding of the historical and cultural contexts of contemporary Australian universities, and to be able to 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 using and referencing.
- Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies. By the end of the unit, students will be able to both explain and practically 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.

Participation

Due: **Ongoing**

Weighting: **25%**

The participation mark will be allocated on the basis of attendance, 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:

- 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 using and referencing.
- Demonstrate a practical understanding of cultures of communication within higher education and, more specifically, within media and cultural studies. By the end of the unit, students will be able to both explain and practically demonstrate the differences and similarities between some cultures of communication inside and outside the Australian universities.

Delivery and Resources

Classes

All classes will be held on Tuesdays from 10.00am until 4.00pm with a lunch break from 12.30-1.30pm.

All classes will be held in room W2.4A 2.300 Active Learning Space.

A map showing the location of this room can be found here: http://www.mq.edu.au/on_campus/maps/campus_map/

Technologies Used and Required

This class will make use of a wide variety of technologies during the lecture and tutorial times. The lectures will NOT be recorded.

You will need a computer and internet connection to access the readings.

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 reflecting 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 as 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

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 problem 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 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 – responding to an open-ended task in small groups wit.

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 2. 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.

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. If you are thinking about skipping a lecture you might want to consider the following:

- 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.

Changes since the last offering of this unit.

Due to the requirements of Session 3, the unit has been reshaped to fit the shorter timeframe available in Session 3.

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

- Make friends with smart people

Unit Schedule

	Lecture Topics	Readings	Assignments
Week 1 10 December	Power, Distinction and Cultural Capital in Higher Education.	<ul style="list-style-type: none"> · Ball, Stephen 1990 "Introducing Monsieur Foucault" from Ball, Stephen (ed) <i>Foucault and Education: disciplines and knowledge</i>, London, Routledge, pp.1-7 · Brett, J., Walter, J., Glover, D. and Burchell, D. 2004. "The Howard Era – In Retrospect?" from <i>Australian Universities Review</i> Vol.46 No.2 pp.3-11 · Webb, J., Schirato, T. and Danaher, G. 2002 <i>Understanding Bourdieu</i>, London, Sage, pp. 127-145 	
Week 2 17December	Researching and Writing in Journalism and Academia	<ul style="list-style-type: none"> · Brick, J. 2006 <i>Academic Culture: A Student's Guide to Studying at University</i>, Sydney, Macquarie University · Molesworth, Mike, Nixon, Elizabeth and Scullion, Richard 2009 "Having, being and higher education: the marketisation of the university and the transformation of the student into the consumer" from <i>Teaching in Higher Education</i> 14(3), pp.277-287 · Ward, Stephen 2009 "Journalism ethics" from Wahl-Jorgensen, K. and Hanitzsch, T. (eds) <i>The Handbook of Journalism Studies</i>, Routledge, pp.295-309 	Problem 1 draft due Friday December 19 5pm.
Break – 23 December – 5 January 2014			Peer reviews on drafts to be completed by January 4.
Week 3 7 January	Situated Knowledges and Disciplines of Communication	<ul style="list-style-type: none"> · Harding, Sandra 1993 "Rethinking Standpoint Epistemology: What is "strong objectivity" from Linda Alcoff and Elizabeth Potter (ed) <i>Feminist Epistemologies</i>, Routledge (extract) · Rossmanith, Kate. 2011 'Learning the Lunge: Motility in crocodile country', <i>About Performance</i> No. 11 · Rossmanith, Kate 2007 "Crocodile Fears" <i>The Monthly</i>, June http://www.themonthly.com.au/nation-reviewed-kate-rossmanith-crocodile-fears--537 	

<p>Week 4 14 January</p>	<p>Media and Cultural Studies, What Are They Good For?</p>	<ul style="list-style-type: none"> · Allen, K., Quinn, J. Hollingworth, S. and Rose, A. (2012) "Becoming employable students and 'ideal' creative workers: exclusion and inequality in higher education work placements" from <i>British Journal of the Sociology of Education</i>, 1-22 · Cunningham, Stuart 2008 <i>In the Vernacular</i>, St. Lucia, Queensland University Press, pp.231-65 · Giroux, H. 2005, <i>Border Crossings: Cultural Politics and the Politics of Education</i> [second edition], esp. Chapter 9 "Education after Abu Ghraib: Revisiting Adorno's Politics of Education", New York, Routledge. · Hesmondhalgh, David and Baker, Sarah 2011 "Creative careers, self-realisation and sociality" from <i>Creative Labour: media work in three cultural industries</i>, London, Routledge, pp.139-58 	<p>Group Portfolio due January 12 5pm.</p> <p>Abstracts Due January 16 5pm.</p>
<p>Week 5 21 January</p>	<p>Knowing, Writing and Remembering: Cultural History approaches to Plagiarism.</p>	<ul style="list-style-type: none"> · Brabazon, T. 2008 "Chapter One: BA (Google)" from <i>The University of Google</i>, Aldershot, Ashgate, pp. 15-49 · Jenkins, Henry with Ravi Purushotma, Margaret Weigel, Katie Clinton and Alice J. Robison 2009 <i>Confronting the Challenges of Participatory Culture: Media Education for the 21st Century</i>, Cambridge, Mass., MIT Press, pp.15-27 	<p>1on1 Meetings from 1.30pm.</p>
<p>Week 6 28 January</p>	<p>Conference</p>		<p>Individual Portfolios Due January 31 5pm.</p>

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/p

[olicy.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 using and referencing.
- 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

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:

Assessment task

- Participation

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 to be able to 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. By the end of the unit, students will be able to both explain and practically 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 to be able to 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. By the end of the unit, students will be able to both explain and practically 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 outcome

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

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
- Individual 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 to be able to 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. By the end of the unit, students will be able to both explain and practically 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 outcomes

- Demonstrate a critical understanding of the historical and cultural contexts of contemporary Australian universities, and to be able to 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 using and referencing.

Assessment task

- Participation

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 tasks

- Individual Portfolio
- Participation

Assessment Problems

Problem One (first group problem):

You can choose ONE of the following TWO problems to work on, either A or B.

a. You are a group of colleagues working for *The Sydney Morning Herald* and your editor, inspired by a series of articles in the UK paper *The Guardian*, has asked you to write a feature comparing the experience of studying at Macquarie now with the experience of students starting out at the university during its first ten years. The editor thinks the article should appeal particularly to high school pupils about become university students who may be interested in finding out more about the nature of contemporary university life - as well as their parents. However, she reminds you that the article is not to be confused with an ad for Macquarie University – if the paper is seen as publishing an ‘advertorial’ there would, no doubt, be complaints from other NSW universities.

The *Guardian* articles that inspired your editor can be found at: <http://education.guardian.co.uk/higher/news/story/0,,2014590,00.html>

b. The Australian journal *Griffith Review* has decided to publish a special issue on contemporary Australian higher education, and has asked you, a group of undergraduate students, to write a essay of around 1000 words addressing the controversial claim “Students in Australian universities have more power now than they have ever had before”. Your piece should be addressed to an educated but non-academic audience. The editor encourages you to draw on a range of sources and welcomes personal experiences and observations in addition to more conventional sources.

Here’s what *Griffith Review* says about itself “*Griffith Review* celebrates good writing and promotes public debate. It steps back from the issues of the day and gives writers the space to grow on the page. Essays reflect on the underlying significance of events and trends, explain the details that get lost in the news and examine the unintended consequences of public policy.” (see their home page at <http://www3.griffith.edu.au/01/griffithreview/index.php>)

WITH your article ALL GROUPS must also submit an annotated bibliography

While your article will **not** use academic referencing styles (in keeping with its status as a non-

academic piece of writing), when you post your article on ILearn you should also post (as a group) an annotated bibliography. This will include twelve sources used in researching your piece. Each source should include complete bibliographic details and should be accompanied by 40-50 words explaining its value or limitations as a source and how it was used in your final article.

This bibliography will include:

- **three articles/chapters from the course reader**
- **at least two scholarly monographs** (an academic term for books), for example, books published by university presses or other major publishers like Sage, Routledge or Allen and Unwin
- **at least two refereed articles from academic journals**, either in print or on-line. You will be able to tell a refereed journal by checking the description of the journal's procedures for evaluating articles that have been submitted to it, either on its home pages (on-line) or inside its front cover (print).
- **at least one newspaper article**

Problem Two (second group problem):

You can choose ONE of the following TWO problems to work on, either A or B.

a. You are a group of overseas students at Macquarie concerned about the impact of recent scandals, covered in the national and international press, over plagiarism and 'soft marking' on the prestige and value of your university degree. You decide you would like to write a submission to Academic Senate's Learning and Teaching Committee at Macquarie University in an attempt to shape the University's policy on academic honesty. You intend to advise the University about what you think lecturers, tutors and the University as a whole can do to prevent plagiarism. You also want to advise the Committee about the kind of messages you think the University should communicate to students about plagiarism. Your submission (of around 1,000 words) will include recommendations. You decide as a group that your first tasks are to research the reasons that students plagiarise and the most effective ways of preventing plagiarism.

Macquarie's current plagiarism advice can be found at:

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

http://www.ling.mq.edu.au/support/policies_plagiarism.htm

b. The editor of the online magazine The Conversation has asked you, a group of humanities students, to explain the notion of "situated knowledges" from the work of Sandra Harding and Donna Haraway, to a wider audience. She has suggested you might want to particularly focus explaining the idea of situated knowledges to an audience of EITHER scientists or to journalists. Your article should be around 1000 words and should follow the format of material on The Conversation: <http://theconversation.com/au>

Problem Three (individual problem)

A major restructure of Macquarie University has been announced by the Vice Chancellor. This is taking place within the context of negative publicity in the national and international press around humanities disciplines, especially those that focus on the study of media, culture and creativity.

You are a group of students who are worried that, given its negative public portrayals and ongoing cuts in funding to less vocational degrees in Australian universities, your departments might be amalgamated with others or disappear altogether. You decide that the best way to explain the purpose, values and practices of disciplines like media studies, cultural studies and contemporary popular music studies inside and outside the University is to organise a student conference on the theme 'Media and cultural studies: what are they good for?'

Each of you will present an argument for the value of media and/or cultural studies in one of the following formats:

- A very short conference paper of five to seven minutes in length.
- A creative work (piece of writing no more than 750 words long, a monologue for performance in 5-7 minutes, a website incorporating no more than 750 words of text or a video 5-7 minutes in length). You should note that you will not have access to edit suites, cameras or other specialist university resources if you choose to create a creative work. **NOTE: if you intend to produce a creative piece you must get permission from your tutor BEFORE submission of the abstract.**

Your intentions for your paper, poster or creative piece will be outlined in a **300 word abstract** which will be submitted in advance of the conference.

After the conference you will submit a version of your argument in your presentation in the form of a short essay. This essay will offer a revised version of your argument presented during the conference, taking on board the comments and suggestions of your peers, and adapting your work for genre of a formal written essay.

For some recent examples of negative publicity around media studies, see:

<http://education.guardian.co.uk/egweekly/story/0,,2094947,00.html>

<http://www.telegraph.co.uk/news/main.jhtml?xml=/news/2007/05/04/nsugar04.xml>

<http://www.guardian.co.uk/uk/2011/feb/08/week-in-britain-derek-brown?INTCMP=SRCH>

For an example of a series of academics and practitioners defending the value of media education, see here:

<http://www.manifestoformediaeducation.co.uk/>

<http://www.guardian.co.uk/commentisfree/2011/jul/21/government-vocational-qualifications?INTCMP=SRCH>