



LAW 897

Media Law and Culture

S1 External 2015

Dept of Law

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General Information

Unit convenor and teaching staff

Unit Convenor

Dr Roy Baker

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Contact via email

W3A 509

See iLearn page

Credit points

4

Prerequisites

Admission to MA in Media Law and Culture or 12cp in CUL or MAS units at 300 level or 42cp in LAW units at 400 or 500 level or (admission to JD and 32cp in LAW or LAWS units at 800 level)

Corequisites

Co-badged status

Unit description

What principles should guide government policy towards the media? Given the pivotal role the media play in cultural production, should we favour tight regulation of media ownership and content, or are these better left to market forces? What meaning should we give to concepts such as freedom of expression, especially when it comes to issues such as hate speech and pornography? What role should the media play in a democracy, and how should we balance the rights and interests of the media against those of individuals, corporations and other institutions anxious to safeguard their privacy and reputation? This unit takes an international and comparative perspective on media law, asking how these questions have been and should be answered not only in Australia but also overseas. From fundamental principles to day-to-day legal restrictions on what people in different countries see and hear in their media, we examine how media law shapes and reflects national culture.

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:

1. Articulate key arguments for and against the suppression of certain forms of expression.
2. Evaluate some ways in which the law regulates speech.
3. Critique some ways in which the law facilitates or hinders the proper role of the media in a democracy.
4. Critique some ways in which the law permits and prevents access to ideas and information.
5. Evaluate some approaches to determining who should control the means of mass communication.
6. Advise in relation to some typical legal problems encountered by journalists and media outlets.

General Assessment Information

In order to pass this unit students need to attain at least 50 marks garnered from the following:

1. quizzes (worth 24 marks in total);
2. the mid-semester written assignment (worth 36 marks);
3. the research paper (worth 40 marks).

Quizzes

External students may elect to join Group 1 or Group 2, depending on whether they prefer to be assessed by means of weekly quizzes or by means of two periodic quizzes.

Group 1 students will attempt 12 weekly quizzes referred to as Quizzes A to M. These are the same quizzes as will be attempted by internal students. The deadline for each quiz is set out in the Unit Schedule: put simply, one quiz is due each Sunday evening (apart from Quiz G, which falls on a Monday evening). Each quiz consists of two questions, making 24 questions in total. Generally speaking, the first question in each quiz will focus on the issues looked at in previous topics, while the second question will tend to relate to the present topic. The questions will become available to students once they have successfully completed all on-line activities relating to that week's topic.

Group 2 students will attempt just two quizzes (instead of Quizzes A to M). These will be known as Quizzes Y and Z. The questions making up these quizzes will be different to the ones that make up Quizzes A to M. The deadlines for Quizzes Y and Z are as follows:

- Quiz Y: 11 pm, Wednesday 8 April 2015
- Quiz Z: 11 pm, Sunday 31 May 2015

Quiz Y will consist of 10 questions and will relate to Topics 1 – 5 (inclusive). Quiz Z will consist of 14 questions and will relate to Topics 1 – 12 (inclusive). There will therefore be 24 questions in total, the same number of questions as in Quizzes A to M.

In the case of Groups 1 and 2 each quiz question will be worth one mark. The quizzes will be conducted using iLearn and students must post their responses via iLearn. Most questions will follow a multiple choice format, with students being required to select the best out of a range of possible answers. However, students will also be required to write a short statement justifying their choice of answer.

Marks will be awarded in relation to each quiz question as follows:

- Correct answer selected and adequate justification given: 1 mark
- Correct answer selected but no adequate justification given: 0 mark
- Incorrect answer selected but adequate justification given: 1 mark
- Incorrect answer selected and no adequate justification given: 0 mark

A justification will be deemed adequate only if it fulfils all of the following criteria:

- it displays a sound understanding of the relevant information and concepts covered in the lectures and/or readings;
- it displays an ability to correctly apply that material in answering the question;
- if an answer other than the convenor's preferred answer has been selected then it offers sufficient explanation as to why the selected answer is as good as or better than the convenor's preferred answer;
- it does not exceed 100 words in length, and
- it is provided as part of the student's on-line response to the quiz (ie not as a separate email, etc).

Guidance on writing succinct justifications, as well as examples of what will be deemed adequate and inadequate, can be found in the document entitled Guide to Answering Quiz Questions, which can be found on iLearn.

Students only have one opportunity to submit and justify their answers. Once submitted, neither the answer nor the justification can be amended or supplemented.

The Group 2 assessment scheme is intended for external students who find it difficult to commit to undertaking the same amount of study each week. Even so, students are encouraged to join Group 1 if at all possible. Group 1 assessment is preferable for the following reasons:

1. It is in the student's interest to study consistently throughout the session. Group 1 assessment encourages this.
2. The answers to Quizzes A to M will be released on a weekly basis, meaning that commencing Week 2 you will develop an idea of how you are progressing in the unit. The answers and accompanying feedback will also develop your learning from the outset. The answers to Quizzes Y and Z will only be released periodically.

Since Group 1 is considered the preferred option then all students will start out in that group. It is incumbent on students to notify me by email if they wish to transfer to Group 2. This must be

done by 11 pm on Sunday, 1 March 2015. Failure to notify me by that time will result in you remaining in Group 1 (the default setting). Once students have notified me of their wish to transfer to Group 2 then they will be barred from attempting Quizzes A to M (unless notified otherwise). I cannot accept any transfers from Group 1 to Group 2 (or vice versa) after 11 pm on Sunday, 1 March.

Answers to each quiz will be released on iLearn immediately after its deadline, along with additional feedback via a pdf document posted to iLearn. For that reason, under no circumstances can an extension be granted for submission of answers.

Although you will know whether you have a question right immediately after the deadline, you will not know whether you have gained a mark until the justifications have been manually graded. This will be done shortly after the quiz deadline and students will be notified of the results online as soon as possible thereafter. If you wish to challenge a mark then this must be done by email to the convenor within 72 hours of the release of the marks relating to the relevant quiz.

Mid-Session assignment

Date for release of question: 8 am, Wednesday 22 April 2015 (Week 7)

Deadline for student submission: 11 pm, Sunday 3 May 2015 (Week 9)

The mid-session assignment will relate to Topics 1 to 7 (inclusive) and will consist of two parts:

1. For Part 1, students write an answer (maximum 1,800 words) in relation to a hypothetical situation. Guidance on how to succeed in relation to Part 1 will be posted online at the time of the question's release.
2. For Part 2, students will write a short essay (maximum 1,200 words) in response to a set question.

Research paper

Deadline for submission of a research proposal: 11 pm, Sunday 7 June 2015

Deadline for submission of the research paper: 11 pm, Sunday 21 June 2015

Students are required to write an essay (maximum 3,000 words) based on their own independent research. A research proposal must be submitted for the approval of the tutor at least two weeks prior to the deadline. The essay must analyse and evaluate the law as it relates to at least one of the following five issues:

1. regulation of mass media access to information;
2. protection of confidential information from dissemination by the mass media;
3. protection of privacy from intrusion by the mass media;
4. requirements pertaining to 'Australian Content' as they affect Australian broadcasting;
5. the exercise of control by private individuals over Australian media.

Assessment Tasks

Name	Weighting	Due
Quizzes	24%	Various
Mid-session assignment	36%	11 pm, 3 May 2015
Research paper	40%	11 pm, 21 June 2015

Quizzes

Due: **Various**

Weighting: **24%**

Online quizzes that count towards the student's grade

On successful completion you will be able to:

- 6. Advise in relation to some typical legal problems encountered by journalists and media outlets.

Mid-session assignment

Due: **11 pm, 3 May 2015**

Weighting: **36%**

Answer to a hypothetical question and a short essay, both relating to Topics 1 - 7

On successful completion you will be able to:

- 1. Articulate key arguments for and against the suppression of certain forms of expression.
- 2. Evaluate some ways in which the law regulates speech.
- 3. Critique some ways in which the law facilitates or hinders the proper role of the media in a democracy.
- 4. Critique some ways in which the law permits and prevents access to ideas and information.
- 5. Evaluate some approaches to determining who should control the means of mass communication.
- 6. Advise in relation to some typical legal problems encountered by journalists and media outlets.

Research paper

Due: **11 pm, 21 June 2015**

Weighting: **40%**

Essay based on individual research

On successful completion you will be able to:

- 1. Articulate key arguments for and against the suppression of certain forms of expression.
- 2. Evaluate some ways in which the law regulates speech.
- 3. Critique some ways in which the law facilitates or hinders the proper role of the media in a democracy.
- 4. Critique some ways in which the law permits and prevents access to ideas and information.
- 5. Evaluate some approaches to determining who should control the means of mass communication.

Delivery and Resources

Lectures

This unit consists of 12 topics, with one lecture and one tutorial addressing each topic. However, rather than lectures being delivered 'live' in a theatre, recordings are available for download from iLearn (click on the 'Echo 360' logo on the right hand side of the screen). PowerPoint slides accompany each lecture and are also available from iLearn (in .pptx and .pdf format). When listening to lectures, be sure to have the accompanying PowerPoint slides in front of you, since they will be referred to during lectures.

Lectures are intended to give you an overview of the topic, indicate its most important aspects, make the related readings more interesting and accessible and, if necessary, update those readings. It is assumed that you will listen to the lecture prior to embarking on that week's readings.

Readings

The lectures should give you a broad overview of the subject, but it is essential to then develop your understanding by completing the related readings. Readings are divided into 'essential readings' and 'desirable readings'. The 'essential readings' mostly consist of extracts from the prescribed textbook: Australian Media Law by Des Butler and Sharon Rodrick, (4th edn, 2012, Thomson Reuters), ISBN: 978-0-455-22846-4. However, you are expected to read beyond this text and wherever possible you should read the desirable readings.

In addition to completing the readings, you should appropriately consult the primary legal sources referred to in the lecture (ie statutes, cases, etc). At times this will be essential in order

to satisfactorily complete the assignments. You are expected to have sufficient research skills to locate and download these primary sources. If you are having problems then consult your tutor.

On-Campus Session

Having developed a basic understanding of each topic by completing the on-line activities, on-campus sessions (OCS) are your chance to discuss the issues raised, as well as ask questions in order to clear up any lingering doubts as to whether you understand the material correctly. On-campus sessions are meant to come towards the end of the learning process, not the beginning. Certainly they are no substitute for listening to the lectures or doing the readings, although if you are totally stumped by even a basic point then there is no shame in raising it during an on-campus session.

There will be one on-campus session during Session 1 2015:

- Saturday 11 April – Sunday 13 April 2015, 9.30 am – 4.30 pm (covering Topics 1 – 7).

OCS Participation

Students are expected to respect the learning space afforded by on-campus sessions, as well as their teachers and fellow students. They do this by:

- preparing adequately for the OCS. This means listening to the relevant lectures, completing the associated readings and online activities and thinking about the issues covered before you arrive;
- actively participating, which includes answering tutor's questions, making appropriate contributions to discussions and asking relevant questions of the tutor or fellow students as appropriate;
- respectfully listening and responding to views expressed by the tutor and fellow students;
- cooperating in any activities as directed by the tutor; and
- refraining from indulging in activities unrelated to the OCS, such as surfing the web, checking text messages, whispering, working on assignments, etc.

NB: it is never a problem to:

- answer questions incorrectly or otherwise display a lack of understanding;
- indicate that you find something difficult to understand;
- disagree with your tutor's views on any topic under discussion.

On-campus sessions are meant to be non-threatening environments in which students can make mistakes and own up to any difficulties with the material being studied. An OCS is a place to learn, not just to demonstrate what you have previously learned. While tutors may need to correct mistakes, every effort will be made to avoid causing any degree of embarrassment. In short, tutors should be highly tolerant of failures to understand, highly intolerant of failures to try to understand.

General Discussion Forums

In relation to each of the 12 topics, a discussion forum will be set up on iLearn. Students are encouraged to contribute to these discussions, provided the general rules of etiquette are observed. The forums are intended for discussion relating to the issues we are studying. Please post questions relating to administrative matters to the forum called 'Discussion Forum re Administrative Matters'.

Unit Schedule

General notes:

- *This schedule is liable to change in light of unforeseen circumstances. You will be notified of any changes via iLearn.*
- *Lectures are delivered only via iLearn. Unless notified otherwise, there are no 'live' lectures in this unit.*
- *The prescribed textbook for this unit is:*
 - *Des Butler and Sharon Rodrick, Australian Media Law (4th edn, 2012, Thomson Reuters), ISBN: 978-0-455-22846-4*
- *If you want to acquire an additional textbook then I recommend:*
 - *David Rolph, Matt Vitins and Judith Bannister, Media Law: Cases, Materials and Commentary (Oxford Uni Press, 1st edition, 2010). ISBN: 978-0-19-555913-2.*
- *Other readings are available from Macquarie University library as a unit reading. You can find them using MultiSearch: <http://libguides.mq.edu.au/MultiSearch>.*

Part A: Free Speech

- *NB: In Week 1 (23 – 27 February) there will be tutorials. Although there will be no set readings for tutorials in Week 1, they will deal with important introductory and administrative matters. Students are strongly advised to attend.*

Topic 1: The Free Speech Principle

Principles guide policy makers in the design of rules. This lecture asks what principles should govern media law. Should everything be premised on some kind of right to free speech? If so, what do we mean by this right and is it all it is cracked up to be?

- **Group 1: deadline for Quiz A: 11.00 pm, Sunday 1 March (Week 2)**
- **Group 2: deadline for Quiz Y: 11.00 pm, Wednesday 8 April (during recess)**
- Readings:
 - Essential:
 - Butler & Rodrick, chapters 1 and 2, (pp 1 – 26);

- Frederick Schauer, extract from 'The Free Speech Principle' in *Free Speech: a Philosophical Enquiry*, (1982), 3 – 12 (available from E-Reserve);
- Frederick Schauer, 'Free Speech and the Good Life' in *Free Speech: a Philosophical Enquiry*, (1982), 47 – 59 (available from E-Reserve).
- Desirable:
 - Robert Kubey and Mihaly Csikszentmihalyi, 'Television Addiction Is No Mere Metaphor', (23 Feb 2002) 286.2 *Scientific American*, 74 – 81).

Topic 2: Political Expression

This lecture continues to consider the arguments generally used in support of freedom of expression, focussing on the part free speech plays in a healthy democracy. Australia's High Court has given constitutional protection to political expression, but was that a good thing? Looking in particular at the issue of paid political advertising in broadcasting, I argue that the central problem lies in how we habitually conceptualise freedom.

- **Group 1: deadline for Quiz B: 11.00 pm, Sunday 8 March (Week 3)**
- **Group 2: deadline for Quiz Y: 11.00 pm, Wednesday 8 April (during recess)**
- Readings:
 - Essential:
 - Frederick Schauer, 'Free Speech in a World of Private Power' in Tom Campbell and Wojciech Sadurski (eds), *Freedom of Communication* (1994) 1 – 16 (available from E-Reserve);
 - Butler & Rodrick, chapter 4 (part), paras 4.570 – 4.630 (pp 194 – 204);
 - Roy Baker, 'Political Payola: the "Cash for Comment" Scandal and Australia's Protection of Political Speech' (2002) 7.1 *Media & Arts Law Review* 27 – 42 (available from E-Reserve).

Topic 3: Free Speech and the Nation

Historically, the state regulated speech so as to protect itself from its subjects. While to a degree it still does so, in more democratic times attention has switched towards safeguarding national cohesion. This lecture considers the extent to which states are entitled to regulate speech that vilifies sections of the community, such as racial, ethnic and sexual minorities, and which may lead to internal strife.

- **Group 1: deadline for Quiz C: 11.00 pm, Sunday 15 March (Week 4)**
- **Group 2: deadline for Quiz Y: 11.00 pm, Wednesday 8 April (during recess)**
- Readings:
 - Essential:
 - Butler & Rodrick, chapter 10 (pp 579 – 599);

- Stanley Fish, 'There's No Such Thing As Free Speech, and It's a Good Thing Too' in H Aram Veesser (ed), *The Stanley Fish Reader* (1999) 145 – 164 (available from E-Reserve);
- Butler & Rodrick, chapter 9 (part), paras 9.10 – 9.490 (pp 525 – 552).
- Desirable:
 - Stanley Fish, 'Holocaust Denial and Academic Freedom' (2001) 35 *Valparaiso University Law Review* 499;
 - Richard H Weisberg, 'Fish Takes the Bait: Holocaust Denial and Post-Modernist Theory' 14 *Cardozo Studies in Law and Literature* 131 – 141.

Topic 4: Pornography

If we accept the harm principle then we should not regulate erotica simply in order to safeguard the morals of its consumers. But pornography has been accused of objectifying those who appear in it, particularly women. Indeed, it has been described as nothing more than hate speech directed towards women. Using feminist theory, free speech discourse and the latest findings in neuroscience, this lecture compares various regulatory approaches to sexual content.

- **Group 1: deadline for Quiz D: 11.00 pm, Sunday 22 March (Week 5)**
- **Group 2: deadline for Quiz Y: 11.00 pm, Wednesday 8 April (during recess)**
- Readings:
 - Essential:
 - Regina Graycar and Jenny Morgan (eds), *Hidden Gender of Law* (Foundation Press, 2002) 403-19 (available from E-Reserve);
 - Butler & Rodrick, chapter 9 (part), paras 9.500 – 9.790 (pp 553 – 577).
 - Neil Thornton, 'The Politics of Pornography: a Critique of Liberalism and Radical Feminism' (1986) 22(1) *Australian and New Zealand Journal of Sociology*, 25 (available from E-Reserve);
 - Andrea Dworkin and Catherine MacKinnon, Appendix D: 'Model Anti-pornography Civil-Rights Ordinance', *Pornography and Civil Rights: a New Day for Women's Equality* (Organizing against Pornography, Minneapolis, 1988) (available at <http://www.nostatusquo.com/ACLU/dworkin/other/ordinance/newday/TOC.htm>);
 - Desirable:
 - Norman Doidge, 'Acquiring tastes and loves: What neuroplasticity teaches us about sexual attraction and love' in *The Brain That Changes Itself: Stories of Personal Triumph From the Frontiers of Brain Science* (2007), 93-131 (available from E-Reserve).

Part B: Defamation Law

Topic 5: Liability for Defamation

In Australia, one of the major legal constraints on journalistic freedom derives from defamation law. Starting off by asking whether any of us are entitled to laws that safeguard our reputations, this lecture considers how the tort of defamation is committed.

- **Group 1: deadline for Quiz E: 11.00 pm, Sunday 29 March (Week 6)**
- **Group 2: deadline for Quiz Y: 11.00 pm, Wednesday 8 April (during recess)**
- Readings:
 - Essential:
 - Butler & Rodrick, chapter 3 (part), paras 3.10 – 3.600 (pp 27 – 60);
 - Roy Baker, 'Defamation and the Moral Community' (2008) 13.1 *Deakin Law Review* 1 – 35;
 - Roy Baker, *Defamation Law and Social Attitudes: Ordinary Unreasonable People* (Edward Elgar, 2011), chapter 8 (pp 290 – 309).

On-Campus Session 11 – 13 April (covering Topics 1 – 7 (inclusive))

Topic 6: Defamation Defences and Remedies

Continuing our analysis of defamation law, this lecture looks at the defences available to media outlets that cause damage to reputation, and asks whether those reputations are overly protected.

- **Group 1: deadline for Quiz F: 11.00 pm, Sunday 19 April (Week 7)**
- **Group 2: deadline for Quiz Z: 11.00 pm, Sunday 31 May (Week 13)**
- Readings:
 - Essential:
 - Butler & Rodrick, chapter 3 (part), paras 3.610 – 3.1340 (pp 60 – 121).

Topic 7: Alternatives to Defamation

In this lecture I ask whether the tort of defamation is a broken tort, and whether the issue of protection of reputation is not better addressed through other forms of legal action, such as the tort of injurious falsehood or negligence, or a new action for breach of privacy.

- **Group 1: deadline for Quiz G: 11.00 pm, Monday 27 April (Week 8)**
- **Group 2: deadline for Quiz Z: 11.00 pm, Sunday 31 May (Week 13)**
- Readings:
 - Essential:
 - Butler & Rodrick, chapter 3 (part), paras 3.1350 – 3.1500 (pp 121 – 131);
 - Butler & Rodrick, chapter 11 (pp 601 – 621);

- Additional:
 - David Rolph, Matt Vitins and Judith Bannister, *Media Law: Cases, Materials and Commentary* (Oxford Uni Press, 1st edition, 2010), (available from E-Reserve), chapter 9 (pp 352 – 398).

Part C: Privacy

Topic 8: Access to Information

This lecture considers the extent to which the law both facilitates and hinders journalists' access to information, as well as its distribution via the media.

- **Group 1: deadline for Quiz H: 11.00 pm, Sunday 3 May (Week 9)**
- **Group 2: deadline for Quiz Z: 11.00 pm, Sunday 31 May (Week 13)**
- Readings:
 - Essential:
 - Butler & Rodrick, chapter 7 (pp 395 – 446).

Topic 9: Privacy of Information and Communications

Controversy over phone hacking by journalists has exploded in the UK in recent years, has led to the closure of one of the country's oldest newspapers and could even threaten the Murdoch empire as we know it. This lecture considers whether the same thing could happen in Australia.

- **Group 1: deadline for Quiz J: 11.00 pm, Sunday 10 May (Week 10)**
- **Group 2: deadline for Quiz Z: 11.00 pm, Sunday 31 May (Week 13)**
- Readings:
 - Essential:
 - Butler & Rodrick, chapter 8 (part), paras 8.10 – 8.440 (pp 447 – 473).

Topic 10: Personal Privacy

Historically, the common law never offered a remedy specifically designed to protect personal privacy. With the development of a more intrusive press, disquiet over this omission has become increasingly vocal. This lecture compares developments in the law of privacy in Australia with those overseas, particularly in Europe, where laws protecting privacy have a longer pedigree.

- **Group 1: deadline for Quiz K: 11.00 pm, Sunday 17 May (Week 11)**
- **Group 2: deadline for Quiz Z: 11.00 pm, Sunday 31 May (Week 13)**
- Readings:
 - Essential:
 - Butler & Rodrick, chapter 8 (part), paras 8.450 – 8.1130 (pp 473 – 523).

Part D: Media Control

Topic 11: Broadcasting Regulation

Of all Australian media, television and radio have been the most tightly regulated in recent decades. With advances in technology, particularly digital broadcasting and the internet, justifications for retaining the traditional structure of regulation have become increasingly strained. This lecture considers the argument for and against rigorous government intervention in broadcasting and asks whether it is time to set television and radio free.

- **Group 1: deadline for Quiz L: 11.00 pm, Sunday 24 May (Week 12)**
- **Group 2: deadline for Quiz Z: 11.00 pm, Sunday 31 May (Week 13)**
- Readings:
 - Essential:
 - Butler & Rodrick, chapter 14 (part), paras 14.10 – 14.1450 (pp 715 – 853).

Topic 12: Media Ownership

There is little point in freedom of expression if there is only one man talking. This lecture looks at how Australian law seeks to guarantee at least a modicum of media diversity, and why those efforts have been under attack in recent years.

- **Group 1: deadline for Quiz M: 11.00 pm, Sunday 31 May (Week 13)**
- **Group 2: deadline for Quiz Z: 11.00 pm, Sunday 31 May (Week 13)**
- Readings:
 - Essential:
 - Butler & Rodrick, chapter 15 (pp 865 – 910).

Policies and Procedures

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

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

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

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

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

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

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

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: https://students.mq.edu.au/support/student_conduct/

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>.

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

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- 3. Critique some ways in which the law facilitates or hinders the proper role of the media in a democracy.
- 4. Critique some ways in which the law permits and prevents access to ideas and information.
- 5. Evaluate some approaches to determining who should control the means of mass communication.
- 6. Advise in relation to some typical legal problems encountered by journalists and media outlets.

Assessment tasks

- Quizzes
- Mid-session assignment
- Research paper

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- 1. Articulate key arguments for and against the suppression of certain forms of expression.
- 2. Evaluate some ways in which the law regulates speech.
- 3. Critique some ways in which the law facilitates or hinders the proper role of the media in a democracy.
- 4. Critique some ways in which the law permits and prevents access to ideas and information.
- 5. Evaluate some approaches to determining who should control the means of mass communication.

Assessment tasks

- Mid-session assignment
- Research paper

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- 6. Advise in relation to some typical legal problems encountered by journalists and media outlets.

Assessment tasks

- Quizzes
- Mid-session assignment

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- 1. Articulate key arguments for and against the suppression of certain forms of expression.
- 2. Evaluate some ways in which the law regulates speech.

Assessment tasks

- Mid-session assignment
- Research paper