



LAW 897

Media Law and Culture

S1 External 2016

Dept of Law

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Dr Roy Baker

roy.baker@mq.edu.au

Contact via email

W3A 509

For consultation times see iLearn page

Credit points

4

Prerequisites

Admission to LLM or MA in Media Law and Culture or 12cp in CUL or MAS units at 300 level or 42cp in LAW or LAWS 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:

Demonstrate an advanced and integrated understanding of how Australia regulates important aspects of the media.

Apply key aspects of Australian media regulation to real or hypothetical situations.

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

Through independent research and writing, compare medium-neutral and medium-specific speech regulation in at least two jurisdictions.

Through independent research and writing, critique the ideas of J S Mill as they relate to freedom of expression, doing so in the context of real-world media regulation in various jurisdictions.

Participate constructively in discussion and other classroom activities in order to understand, analyse, compare and critique media regulation in Australia and overseas.

General Assessment Information

In order to pass this unit external students must:

A. participate satisfactorily at the on-campus session (see below), and

B. attain at least 50 marks garnered from the following:

1. **weekly quizzes (worth 20 marks in total);**
2. **program advice exercise (worth 20 marks);**
3. **research assignment (worth 60 marks).**

On-Campus Session participation (pass/fail)

The on-campus session (OCS) for this unit will be held on 16, 17 and 18 April. In order to pass this unit students must attend the OCS in its entirety (ie from 9 am until 4 pm on all three days) and participate satisfactorily. Satisfactory participation involves:

1. demonstrating that the student has prepared adequately for the OCS. Adequate preparation means listening to the lectures relating to Topics 1 to 7, completing and thinking about the relevant prescribed essential readings, as well as preparing answers to any questions posted to iLearn prior to the OCS. Generally speaking, the OCS will cover the tutorial questions posted on iLearn for internal students. In the absence of any posted question relating specifically to the OCS, students are advised to think about those tutorial questions;
2. actively participating in OCS activities, which can include answering tutors' questions, making appropriate contributions to discussions and asking relevant questions of tutors or fellow students as appropriate;
3. respectfully listening and responding to views expressed by tutors and fellow students;

4. cooperating in OCS activities as directed by tutors; and
5. refraining from activities unrelated to the OCS, such as surfing the web, checking text messages, working on assignments, etc.

Notwithstanding the above, OCS 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 particular, your OCS participation will not be assessed as unsatisfactory simply on the basis that you:

1. answer questions incorrectly or otherwise display a lack of understanding, or
2. indicate that you find something difficult to understand (eg by asking questions);

provided that it is nevertheless evident that you adequately prepared for the OCS, in that you made sufficient effort to try to understand the material. In short, tutors should be highly tolerant of failures to understand, highly intolerant of failures to try to understand.

OCS attendance

Students are expected to attend all three days of the OCS. Sessions will start promptly at 9 am and will end at 4 pm, with appropriate breaks for lunch and refreshment. A timetable for the OCS will be made available via iLearn closer to the time.

For most students this is an elective unit. If you realise prior to the close of enrolment into units that you are unable to attend the three OCS days in their entirety then you should choose another unit.

If after the start of session it transpires that you cannot attend any part of the OCS for reasons that you could not have anticipated, avoided or guarded against at the start of session then you will need to apply for special consideration in relation to your absence. You are likely to be allocated some written work in lieu of your attendance.

Weekly Quizzes (20%)

Twelve weekly quizzes will be set. These will be identified as Quizzes A to M. (There is no Quiz I.) Questions will primarily relate to the topic under examination that week, meaning that Quiz A will mainly relate to Topic 1, Quiz B to Topic 2, etc. The quizzes will be conducted using iLearn and students must post their responses via iLearn. Students must submit their answers for each quiz by the deadline stipulated in the Schedule below. Generally the deadline falls at 11 pm on Sunday evenings. Once their answers have been submitted, students will not be permitted to revise those answers.

Subject to that 11 pm deadline, students will have 30 minutes from when they first open the quiz to submit all of their answers. That time limit cannot be extended. At the end of 30 minutes the quiz is submitted automatically with whatever answers have been filled in so far. If you open the quiz after 10.30 pm on the day of the deadline then the quiz will nevertheless close at 11 pm,

meaning that you will have less than 30 minutes to submit your answers.

Students stand to gain marks in relation to the first 10 quizzes they attempt. Students will be deemed to have attempted a quiz if they submit an answer to one or more of its questions. Students may attempt more than 10 quizzes in order to further their learning but they will not gain marks for the 11th or 12th quiz they attempt.

Each quiz will be worth two marks. The precise format of the questions cannot be determined at this stage and may change as the session progresses. The current intention is that there will be five questions as follows:

1. Questions 1, 2, 3 and 4 will each present you with a statement. You will be asked to decide whether that statement is true or false. Each question will be worth one quarter of a mark. (When calculating the overall unit mark all marks will be rounded up or down to the nearest integer.)
2. Question 5 will generally ask students to choose from among a limited number of predetermined answers to a question. That question will be worth one mark. No fractional marks will be available for that question.

Answers to each question will be released on iLearn immediately after the relevant quiz's deadline. Where appropriate online feedback will also be provided. For that reason, under no circumstances can extensions be granted for the submission of answers.

What do I do if I miss a quiz?

If you miss a quiz then the first thing to ask yourself is whether you can still complete 10 out of the 12 quizzes (assuming no further misadventure). That will be the case unless you have already missed two or more quizzes. If you are still able to complete 10 out of the 12 quizzes (assuming no further misadventure) then there is no need to notify your tutor or convenor or apply for special consideration. You should only apply for special consideration if you have already missed two or more quizzes. Applications for special consideration should be made online via ask.mq.

If your application for special consideration is successful then you will be granted permission to complete a substitute quiz. Questions for the substitute quizzes will be released one week prior to the final examination and the deadline for the substitute quizzes will coincide with the end of the final examination.

If you do not qualify for special consideration then you will simply have to forego the marks for the missed quiz. If you miss more than two quizzes then that does not automatically result in a fail.

You are strongly recommended not to miss a quiz unless it is unavoidable to do so. By assiduously attempting all quizzes from the outset you will be able to keep two quizzes in reserve. Having quizzes in reserve may prove extremely helpful if you later miss a quiz due to circumstances that do not qualify for special consideration (eg you suffer a disruption of fewer than three days' duration or you simply forget a quiz deadline). By holding two quizzes in reserve, you would still have an opportunity to achieve full marks in the quiz component of the

unit.

Program advice exercise (20%)

During the afternoon of 8 May 2016 students will be asked to write an advice in relation to a hypothetical script for a proposed radio or television item. The advice will need to relate to the legal risks inherent in broadcasting the item. Where unacceptable risks exist, students will be expected to suggest ways of reducing those risks to an acceptable level.

Students will be able to download the script and related information from iLearn at 1 pm on 8 May 2016. They will need to upload their advice to iLearn (via Turnitin) by 8 pm the same day.

Detailed instructions on how to complete the exercise, as well as a marking rubric and tips on how to do well, will be made available on iLearn one week prior to the exercise. The exercise will be designed to test students' understanding of content studied in Topics 2 to 7 (inclusive).

Research assignment (60%)

A key purpose of the research assignment is to develop and assess competencies in independent research and writing. Students will be required to submit (via Turnitin) a 4,000 word research paper by 11 pm, 10 June 2016.

We begin the unit by looking at a classic approach to freedom of expression articulated by the 19th century philosopher John Stuart Mill. Through set readings we shall look at some counter-arguments to those ideas as a theoretical framework for media regulation. Students will be expected, through their own independent research and writing, to develop those counter-arguments and/or find different ones. They will then be required to critique Mill and their chosen counter-arguments, doing so in light of the way in which the media is regulated in at least two different jurisdictions. Students will be required to consider both medium-neutral and medium-specific regulation. Medium-neutral regulation applies regardless of the medium by which content is communicated (eg the printed word is treated the same as broadcasting), while medium-specific regulation treats a particular medium (eg broadcasting) differently to another (eg the internet).

Detailed instructions and advice relating to the research assignment, as well as a marking rubric, will be provided to students in Week 3.

Assessment Tasks

Name	Weighting	Due
<u>OCS participation</u>	0%	Various: see Schedule below
<u>Quizzes</u>	20%	Various: see Schedule below
<u>Program advice exercise</u>	20%	1 - 8 pm, 8 May 2016
<u>Research assignment</u>	60%	11 pm, 10 June 2016

OCS participation

Due: **Various: see Schedule below**

Weighting: **0%**

On-campus session participation is assessed as pass/fail

On successful completion you will be able to:

- Demonstrate an advanced and integrated understanding of how Australia regulates important aspects of the media.
- Apply key aspects of Australian media regulation to real or hypothetical situations.
- Advise in relation to some typical legal problems encountered by journalists and media outlets in Australia.
- Participate constructively in discussion and other classroom activities in order to understand, analyse, compare and critique media regulation in Australia and overseas.

Quizzes

Due: **Various: see Schedule below**

Weighting: **20%**

Weekly online quizzes that help students prepare for class

On successful completion you will be able to:

- Demonstrate an advanced and integrated understanding of how Australia regulates important aspects of the media.

Program advice exercise

Due: **1 - 8 pm, 8 May 2016**

Weighting: **20%**

Students have just three hours to advise on a hypothetical script for a proposed radio or television item. The exercise will examine content covered in Topics 2 - 7.

On successful completion you will be able to:

- Apply key aspects of Australian media regulation to real or hypothetical situations.
- Advise in relation to some typical legal problems encountered by journalists and media outlets in Australia.

Research assignment

Due: **11 pm, 10 June 2016**

Weighting: **60%**

Through independent research students critique the ideas of J S Mill as they relate to free speech, doing so in the context of medium-neutral and medium-specific regulation across different jurisdictions

On successful completion you will be able to:

- Demonstrate an advanced and integrated understanding of how Australia regulates important aspects of the media.
- Through independent research and writing, compare medium-neutral and medium-specific speech regulation in at least two jurisdictions.
- Through independent research and writing, critique the ideas of J S Mill as they relate to freedom of expression, doing so in the context of real-world media regulation in various jurisdictions.

Delivery and Resources

Lectures

This unit consists of 12 topics, with one lecture and one tutorial addressing each topic. 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. Each week's readings are listed in the *Schedule of Readings* available from iLearn. Readings are divided into 'essential readings' and 'desirable readings'. Note that all readings listed in the *Schedule of Readings* are considered examinable, even if described as 'desirable': the division between 'essential' and 'desirable' is intended only to advise you as to which readings are most important.

'Essential' readings mostly consist of extracts from the prescribed textbook:

- Des Butler and Sharon Rodrick, *Australian Media Law* (5th ed, 2015, Thomson Reuters), ISBN: 978-0-455-234403

You are advised to obtain the current (fifth) edition of the prescribed text, rather than rely on the previous edition that was used in 2015. Other readings are available online from Macquarie University library or the general internet.

In addition to the secondary sources (book chapters, journal articles, etc) listed in the *Schedule of Readings*, you are expected to consult relevant primary legal sources (treaties, statutes, regulations, codes and cases) as much as possible. It should be evident to you from the lectures and secondary sources which primary sources (and which parts of those primary sources) are most important. Sometimes you will need to consult primary sources in order to complete assignments. You are expected to have sufficient research skills to locate and download those primary sources. If you are having problems then the library website and staff are likely to be your best source of assistance, although your tutor may also be able to help.

For the research assignment it is absolutely essential that you go beyond the listed readings, using the library and internet to find appropriate primary and secondary sources. You are also encouraged to read widely in the general media in order to make unit content more interesting and relevant.

If you feel that you would like to buy a casebook in addition to the prescribed textbook then you are recommended the following:

- David Rolph et al, *Media Law: Cases, Materials and Commentary* (2nd ed, 2015, Oxford Uni Press), ISBN: 978-0-19-559848-3

The On-Campus Session

Having gained a basic understanding of each topic by listening to the lecture, and having developed that understanding through completing the readings, the on-campus session (OCS) is 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.

The OCS will focus on Topics 1 to 7, with Topics 8 to 12 covered in less depth. Students are expected to listen to the lectures and complete the readings in relation to Topics 1 to 7. It is helpful if students can also listen to the lectures relating to Topics 8 to 12 and read ahead in relation to those topics as much as possible, since that will lend greater meaning to the OCS.

See above under 'General Assessment Information' in relation to OCS participation.

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:

- Lectures are delivered only via iLearn. There are no 'live' lectures in this unit.
- The schedule of readings for this unit will be made available via iLearn in the form of a pdf entitled *Schedule of Readings*.

Part A: Free Speech

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 really so important?

- **Deadline for Quiz A: 11.00 pm, Sunday 6 March (Week 2)**

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.

- **Deadline for Quiz B: 11.00 pm, Sunday 13 March (Week 3)**

Topic 3: Free Speech and the Nation

Historically, the state regulated speech so as to protect itself from its subjects. In our 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, particularly racial, ethnic and sexual minorities, and which may lead to internal strife.

- **Deadline for Quiz C: 11.00 pm, Sunday 20 March (Week 4)**

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.

- **Deadline for Quiz D: 11.00 pm, Sunday 27 March (Week 5)**

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.

- **Deadline for Quiz E: 11.00 pm, Sunday 3 April (Week 6)**

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.

- **Deadline for Quiz F: 11.00 pm, Sunday 24 April (Week 7)**

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.

- **Deadline for Quiz G: 11.00 pm, Sunday 1 May (Week 8)**

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.

- **Deadline for Quiz H: 11.00 pm, Sunday 8 May (Week 9)**

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.

- **Deadline for Quiz J: 11.00 pm, Sunday 15 May (Week 10)**

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.

- **Deadline for Quiz K: 11.00 pm, Sunday 22 May (Week 11)**

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.

- **Deadline for Quiz L: 11.00 pm, Sunday 29 May (Week 12)**

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.

- **Deadline for Quiz M: 11.00 pm, Sunday 5 June (Week 13)**

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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.

Policies and procedures specific to LAW 897

Communicating with the teaching staff

By far the best way to communicate with the convenor is via email:

- Dr Roy Baker (convenor): roy.baker@mq.edu.au

The convenor checks his emails regularly and you can normally expect a response within a few business days. If you do not hear within four business days then it is likely that your email has gone missing. Only then should you send another chasing it up.

Phoning the convenor is not a good idea unless the call is prearranged, since his phone is not regularly checked for messages.

If you wish to talk to the convenor face-to-face then it is best to attend his consultation session. The day and times of that session will be posted on iLearn. If you wish to attend then you should notify the convenor in advance by email. If you are unable to attend due to timetable clashes then you should email the convenor to arrange a mutually convenient appointment.

As for contacting tutors, you will be notified of their contact details via iLearn.

When emailing any teaching staff, it is vital that you use your Macquarie email account ([student.name]@students.mq.edu.au). Messages sent from other accounts (Hotmail, etc) generally go straight to spam. You can set up your Macquarie account so that emails received there are forwarded to your regular account.

Please compose your email carefully. Teaching staff should not need to deal with messages that are all lower case, full of typographical errors, etc. Teaching staff are entitled to decline to respond to emails that are inadequately prepared.

Missed quizzes

See under 'General Assessment Information' above in relation to what to do if you miss a quiz.

Applications for special consideration

In the absence of a successful application for special consideration due to a disruption to studies, any assessment task submitted after its published deadline will not be graded and will receive a mark of zero. Applications for special consideration should be made electronically via ask.mq (<https://ask.mq.edu.au/splash.php>) and should be accompanied by supporting documentation. Students should refer to the [Disruption to Studies policy](#) for complete details of the policy and a description of the supporting documentation required.

Word limits and submission of assignments

Word limits will be strictly applied and work above the limit will not be marked. All assessments are to be submitted electronically. Plagiarism detection software is used in this unit.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- Demonstrate an advanced and integrated understanding of how Australia regulates important aspects of the media.
- Apply key aspects of Australian media regulation to real or hypothetical situations.
- Advise in relation to some typical legal problems encountered by journalists and media outlets in Australia.

Assessment tasks

- OCS participation
- Quizzes
- Program advice exercise
- Research assignment

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

- Demonstrate an advanced and integrated understanding of how Australia regulates important aspects of the media.
- Through independent research and writing, compare medium-neutral and medium-specific speech regulation in at least two jurisdictions.
- Through independent research and writing, critique the ideas of J S Mill as they relate to freedom of expression, doing so in the context of real-world media regulation in various jurisdictions.

Assessment tasks

- OCS participation
- Quizzes
- Research assignment

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 outcomes

- Advise in relation to some typical legal problems encountered by journalists and media outlets in Australia.
- Through independent research and writing, compare medium-neutral and medium-specific speech regulation in at least two jurisdictions.
- Through independent research and writing, critique the ideas of J S Mill as they relate to freedom of expression, doing so in the context of real-world media regulation in various jurisdictions.

Assessment tasks

- OCS participation
- Program advice exercise
- Research 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

- Through independent research and writing, compare medium-neutral and medium-specific speech regulation in at least two jurisdictions.
- Through independent research and writing, critique the ideas of J S Mill as they relate to freedom of expression, doing so in the context of real-world media regulation in various jurisdictions.
- Participate constructively in discussion and other classroom activities in order to understand, analyse, compare and critique media regulation in Australia and overseas.

Assessment tasks

- OCS participation
- Research assignment

Changes from Previous Offering

The assessment regime has been altered considerably. In particular:

- the weekly quizzes have been redesigned
- the program advice exercise has been reformatted
- a 60% assignment requiring independent research and writing as well as comparison between jurisdictions has been introduced.

Changes since First Published

Date	Description
21/02/2016	Deadline for the Program Advice Exercise corrected.