



# MAS 104

## Australian Media

S1 Day 2018

*Department of Media, Music, Communication and Cultural Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Rachael Gunn

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Y3A.153

Tuesdays 11-12. Tutor details will be available on iLearn.

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

MAS104 offers an introduction to the media in Australia. Suitable for students interested in pursuing further media studies the course provides a good general introduction to media issues, organisations and media cultures in Australia that will be useful to any future career in the media. It also caters for those wanting to be better informed and more critical consumers of Australian media. As well as offering an overview of its historical development, the course examines both traditional media (such as the press, radio, cinema, and television) and contemporary issues that affect Australian media and the challenges associated with digitisation, convergence and the impact of globalisation and the internet. In MAS104 you will explore questions such as: How is Australian nationhood realised through media? What is a media 'imagined community'? What is public broadcasting and does it matter in the deregulated environment of new media? What is the relationship between media and democracy in Australia? How important is quality news and current affairs reporting to democracy in Australia? How important is television and film in terms of knowing who we are? Has national identity or identities been forged through media in the past, and how is this relationship to the national changing with a distributed networked 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 a heightened capacity for independent research of text-based and audio-visual media

Demonstrate sharpened academic writing skills, and an ability to apply knowledge and critique in written forms

Synthesize the studied material and thoughtfully deploy them in support of a critical argument

Demonstrate understanding of how media contribute to a sense of Australian culture and how they have done so historically

Demonstrate increased knowledge of the Australian mediascape in the local/national context, and an understanding of how these media forms, industries and practices have responded to a range of factors, including technological changes, political agendas, and the influence of international traditions, models and ideas

Demonstrate an improved ability to be an active and critical consumer of Australian media content

## General Assessment Information

### Feedback

Feedback on assessments and student learning and performance will be provided in a range of ways. Students will receive formal individual feedback on their performance in assessments in the form of general comments, rubric, and in-text comments attached to assignments marked in Grademark/Turnitin. They may receive further individual feedback from the unit staff in email communication and personal consultations. They will receive informal feedback with their cohort through the 'announcement' function in iLearn and also in lectures.

Marks are made available in the Gradebook function in iLearn.

### Sources

For the assessments in this unit, students must engage with scholarly sources, which may include peer-reviewed journal articles and books authored by an academic and published by a reputable academic publisher (such as a University Press). These sources should be situated in the disciplines of media/culture/communication. To further support their argument, students may also include examples of broader public debate to show how something has been talked about in the press. However, this must be limited to reputable news publishers, such as those that can be found in the *Factiva* database in the Macquarie University Library. Importantly, these examples should not be used in place of academic sources, and should instead be used to compliment your analysis and discussion that is already critically grounded through scholarly sources. Students may also use examples of Australian media, such as television shows, films, radio shows, podcasts, etc. to further support their argument. Students should not engage with non-scholarly material such as blogs and unrelated Internet websites, with the exception of official

websites if required for background information.

Any texts used and referred to in assessments must be cited in Harvard Style (a full guide is available on iLearn). Speak to your tutor if you're unsure about using a specific text.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Active Contribution</u>	25%	No	Ongoing
<u>Mini Essay</u>	30%	No	11:59pm Thursday 19 April 2018
<u>Major Essay</u>	45%	No	11:59pm Thursday 31 May 2018

### Active Contribution

Due: **Ongoing**

Weighting: **25%**

#### Assessment Outline

Media graduates are increasingly required to be multi-skilled, tech-savvy, clear communicators in a range of contexts and formats, independent workers, and highly organised. This assessment has been designed for students to hone these skills and attributes, while also encouraging them to critically engage with the unit materials and thus develop their knowledge of the Australian mediasphere.

There are two components to this assessment: tutorial contribution and online responses. In these different contexts, students will be assessed on their preparedness and ability to communicate their understanding of key ideas and topics in each week's set material (lectures and required readings). This unit has 10 weeks of classes and unit material, and so students will be assessed over 10 weeks. Due to the weekly nature of this assessment, students will require high organisational skills.

Tutors will provide informal feedback on each tutorial's performance (as a group) in this assessment during weekly tutorials. Marks will not be finalised until the end of semester once all assessable content has been submitted.

Examples of this assessment will be discussed in lectures, and resources will be posted on iLearn.

#### 1. Tutorials (10%)

The tutorials are a space to discuss the weekly key ideas and topics in greater depth with your peers and tutor. It is essential for you to do the required readings, and attend/watch the lectures, for each week *prior* to coming to your tutorial. This assessment is not about how well you understand the unit material, but how you prepare for class and talk through the unit materials with your peers. Students should bring a copy of the required readings and their study notes to

each tutorial. Students are also encouraged to bring examples to class and to highlight the connections between readings.

Tutors will keep records of your attendance at tutorials and will evaluate your preparedness, productive participation in group activities, and thoughtful contributions to class discussions.

## **2. Online responses (15%)**

Each week, students will post a concise 100 word (+/- 10% inclusive of everything) critical response to one of the unit readings for that week. Each response should include one or two of the following (you may choose different items for different weeks):

- Summary of the main ideas/argument of the text
- How reading the text changed your understanding/perspective of the issue/topic
- Your own example that illustrates/supports a key idea/issue in the text
- Recent developments on the topic/issue (such as in the news)
- Potential further reading on the topic

### **Due dates**

- Responses are due by the end of each week (i.e. week 3 responses are due by 11:59pm Sunday night of week 3).
- A response is required for each week there is set material (readings and lecture) - the first response is due in week 1 and the final response is due in week 10 (total of 10 responses).
- If the student has enrolled late in the unit, it is their responsibility to catch up on the previous weeks work and to notify their tutor so they do not receive a late penalty for these weeks.
- **FINAL DUE DATE:** Students must compile all responses into one document and submit to Turnitin on iLearn by **11:59pm Sunday 27 May 2018 (week 11)** (see further submission instructions below).

### **Submission instructions**

Each weekly response will be posted on the relevant tutorial forum on iLearn (instructions available on iLearn).

For the final submission, students must copy and paste all posts made throughout semester into a word document and submit it via the Turnitin link on iLearn by 11:59pm Sunday 27 May 2018 (week 11). No changes to the individual posts can be made during the submission to Turnitin. Please refer to the 'Late Submission Penalty' section for details on late submission and special consideration.

Further instructions for this final submission will be available on iLearn.

## Assessment Criteria

Students will be assessed in terms of their level of ability to:

- Engage with the unit materials, including watching lectures and reading, on a weekly basis
- Productively share and develop ideas with peers and tutor
- Reflect on own understandings and perspectives
- Show ongoing preparedness and organisational skills
- Write clearly and concisely in an academic style

For a full assessment rubric, please refer to the unit's iLearn page. Assessments standards in this unit align with the University's grade descriptors, see further [here](#).

On successful completion you will be able to:

- Demonstrate sharpened academic writing skills, and an ability to apply knowledge and critique in written forms
- Demonstrate understanding of how media contribute to a sense of Australian culture and how they have done so historically
- Demonstrate increased knowledge of the Australian mediascape in the local/national context, and an understanding of how these media forms, industries and practices have responded to a range of factors, including technological changes, political agendas, and the influence of international traditions, models and ideas

## Mini Essay

Due: **11:59pm Thursday 19 April 2018**

Weighting: **30%**

### Assessment Outline

The Mini Essay is designed for students to develop their skills of research and argument, drawing on the subject and themes covered in this course. Students should treat this assessment as preparation for their Major Essay, because it will allow tutors to give early feedback on students capacity for independent scholarly research, structuring an academic essay, and developing and supporting a critical argument. Feedback and grading of this assessment task is to be used by students to improve their arguments, research and writing skills before submission of the Major Essay later in the semester.

Examples of this assessment will be discussed in lectures, and resources will be posted on iLearn.

## Requirements

- 900 words (+/- 10%, inclusive of everything)
- Must address one of the set questions available on iLearn.
- Use a *minimum* of 4 scholarly sources. At least 2 of these sources should be found through independent research, and at least 2 of these sources should be MAS104 required readings.
- Full bibliographical details for the sources used must be given through in-text referencing and reference list in **Harvard style**. Please note: In this style every in-text reference must include a page number. A referencing guide will be available on iLearn.

## Assessment Criteria

Students will be assessed in terms of their level of ability to:

- Understand and critically engage with the studied material, including synthesis of themes and ideas across the unit
- Conduct relevant independent research within the discipline
- Use research and reading to support a critical argument that addresses the essay question
- Clearly and concisely write in an academic style
- Thoughtfully structure an essay in a way that supports your argument
- Accurately and appropriately reference in Harvard Style

For a full assessment rubric, please refer to the unit's iLearn page. Assessments standards in this unit align with the University's grade descriptors, see further [here](#).

## Submission instructions

This assessment must be submitted via the turnitin link on iLearn before the due date and time. The submission link will open a week before the assessment is due. If any issues arise during submission, you must email the unit convenor ASAP with a copy of your assessment. Please check that you are submitting the correct file. See [here](#) for a guide to using Turnitin.

Please refer to the 'Late Submission Penalty' section for details on late submission and special consideration.

On successful completion you will be able to:

- Demonstrate a heightened capacity for independent research of text-based and audio-visual media
- Demonstrate sharpened academic writing skills, and an ability to apply knowledge and critique in written forms

- Synthesize the studied material and thoughtfully deploy them in support of a critical argument
- Demonstrate understanding of how media contribute to a sense of Australian culture and how they have done so historically
- Demonstrate increased knowledge of the Australian mediascape in the local/national context, and an understanding of how these media forms, industries and practices have responded to a range of factors, including technological changes, political agendas, and the influence of international traditions, models and ideas
- Demonstrate an improved ability to be an active and critical consumer of Australian media content

## Major Essay

Due: **11:59pm Thursday 31 May 2018**

Weighting: **45%**

### Assignment Outline

The Major Assessment is designed for students to reflect upon and utilise the feedback they received throughout the semester in order to successfully meet the learning outcomes for the unit. It is an opportunity for students to improve upon their performance in the Mini Essay, further hone their skills of research and argument, drawing on the ideas and themes covered throughout the semester. Students should choose the same essay question as the Mini Essay, which will enable them to engage with the topic in greater depth. Should a student decide to do a different question they should first discuss this with their tutor so they are not disadvantaged in the Major Essay.

Please note: Students need to *build* on their performance of the assessment criteria (below) through reflecting upon and utilising the feedback they received on previous assessments. Students should not merely add additional sentences or paragraphs to their Mini Essay, but rather treat their Mini Essay as a kind of early draft of their Major Essay. In working on their Mini Essay, students may edit and re-structure their written work, incorporate new ideas to support their argument, discuss an idea in more depth, add detail to their analysis, add academic sources to strengthen their argument, cut out sentences/paragraphs/ideas/sources that didn't work in the Mini Essay or no longer work in the new context of the Major Essay, and so on. After these amendments, additions, removals, and revisions, the final discussion must be clear and flow smoothly, and so it is expected that students will edit and re-edit their Major Essay a number of times after incorporating these changes. The Major Essay should be the student's best work. (Note: Any duplication of student's work between the Mini Essay and Major Essay will not be viewed as self-plagiarism, under the condition that the work was conducted by *that* student for MAS104 in S1 2018.)

Examples of this assessment will be discussed in lectures, and resources will be posted on iLearn.

## Requirements

- 1900 words (+/- 10%, inclusive of everything)
- Address one of the set questions available on iLearn.
- Include a *minimum* of 6 scholarly sources. At least 3 of these sources should be found through independent research, and at least 3 of these sources should be MAS104 required readings. Students should engage with more academic sources than they did in the Mini Essay (regardless of how many sources used in the Mini Essay).
- Write out the essay question in full, your name, tutor's name, tutorial day/time/classroom
- Full bibliographical details for the sources used must be given through in-text referencing and reference list in **Harvard style**. Please note: In this style every in-text reference must include a page number. A referencing guide is available on iLearn.

## Assessment Criteria

Students will be assessed in terms of their level of ability to:

- Understand and critically engage with the studied material, including synthesising themes and ideas across the unit
- Conduct relevant independent research within the discipline
- Use research and reading to support a critical argument that addresses the essay question
- Clearly and concisely write in an academic style
- Thoughtfully structure an essay in a way that supports your argument
- Demonstrate knowledge of the Australian mediasphere and be an active and critical consumer of Australian media content
- Accurately and appropriately reference in Harvard Style
- Reflect upon and utilise feedback from previous assessments in a way that improves academic performance

For a full assessment rubric, please refer to the unit's iLearn page. Assessments standards in this unit align with the University's grade descriptors, see further [here](#).

## Submission instructions

This assessment must be submitted via the turnitin link on iLearn before the due date and time. The submission link will open a week before the assessment is due. If any issues arise during submission, you must email the unit convenor ASAP with a copy of your assessment. Please check that you are submitting the correct file. See [here](#) for a guide to using Turnitin.

Please refer to the 'Late Submission Penalty' section for details on late submission and special consideration.

On successful completion you will be able to:

- Demonstrate a heightened capacity for independent research of text-based and audio-visual media
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- Demonstrate an improved ability to be an active and critical consumer of Australian media content

## Delivery and Resources

### Delivery Mode

Day (Internal).

### Unit Requirements

A 3-credit point unit equates to an average of 10 hours of work per week over the 15 weeks of session (150 hours). Therefore, it is expected that you will spend 10 hours per week on MAS104, which includes lectures, tutorials, and private study. Private study may include reading time (completing the required readings) and preparation for assignments.

Students are reminded that they will be assessed on their knowledge of the unit content, which includes the weekly lectures and required readings.

### Required Readings

MAS104 has weekly required readings that must be read *prior* to that week's tutorial. All the required readings will be listed on iLearn and will be available through the library's MultiSearch function. Students must bring a copy of the reading and their study notes to tutorials.

## Technologies Used and Required

The assessments in this unit require word-processing skills and access to a web browser. Students will be expected to submit written material in class and online, and should therefore be equipped with appropriate technology and writing materials to do so.

Readings can be accessed via a web browser and should be downloaded onto a portable device or printed so that it can be easily accessible in tutorials. Students should also bring writing materials and any study notes to tutorials.

## Unit Schedule

This unit consists of weekly 1-hour lectures and 1-hour tutorials. The topic schedule and further materials are available on iLearn.

Lectures will be held on Tuesdays 10-11am in the P.G.Price Theatre (23 Wallys Wlk).

Tutorial times and classroom information is available on the MQ Timetables website: <http://www.timetables.mq.edu.au>

Lectures and tutorials for this unit begin in Week 1.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](#).

## Additional Information

MMCCS website:

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

MMCCS Session Re-mark Application: <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Information is correct at the time of publication.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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

### 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 outcomes

- Demonstrate a heightened capacity for independent research of text-based and audio-visual media
- Synthesize the studied material and thoughtfully deploy them in support of a critical argument

#### Assessment tasks

- Mini Essay
- Major Essay

### 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 outcome

- Demonstrate sharpened academic writing skills, and an ability to apply knowledge and critique in written forms

#### Assessment tasks

- Mini Essay
- Major Essay

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships

with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate increased knowledge of the Australian mediascape in the local/national context, and an understanding of how these media forms, industries and practices have responded to a range of factors, including technological changes, political agendas, and the influence of international traditions, models and ideas
- Demonstrate an improved ability to be an active and critical consumer of Australian media content

## **Assessment tasks**

- Active Contribution
- Mini Essay
- Major Essay

## **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 heightened capacity for independent research of text-based and audio-visual media
- Demonstrate sharpened academic writing skills, and an ability to apply knowledge and critique in written forms
- Synthesize the studied material and thoughtfully deploy them in support of a critical argument
- Demonstrate understanding of how media contribute to a sense of Australian culture and how they have done so historically
- Demonstrate increased knowledge of the Australian mediascape in the local/national context, and an understanding of how these media forms, industries and practices have responded to a range of factors, including technological changes, political agendas, and

the influence of international traditions, models and ideas

- Demonstrate an improved ability to be an active and critical consumer of Australian media content

## **Assessment tasks**

- Active Contribution
- Mini Essay
- Major Essay

## **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 heightened capacity for independent research of text-based and audio-visual media
- Demonstrate sharpened academic writing skills, and an ability to apply knowledge and critique in written forms
- Synthesize the studied material and thoughtfully deploy them in support of a critical argument
- Demonstrate understanding of how media contribute to a sense of Australian culture and how they have done so historically
- Demonstrate increased knowledge of the Australian mediascape in the local/national context, and an understanding of how these media forms, industries and practices have responded to a range of factors, including technological changes, political agendas, and the influence of international traditions, models and ideas
- Demonstrate an improved ability to be an active and critical consumer of Australian media content

## **Assessment tasks**

- Active Contribution
- Mini Essay
- Major Essay

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate a heightened capacity for independent research of text-based and audio-visual media
- Demonstrate sharpened academic writing skills, and an ability to apply knowledge and critique in written forms
- Synthesize the studied material and thoughtfully deploy them in support of a critical argument

### Assessment tasks

- Mini Essay
- Major Essay

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate a heightened capacity for independent research of text-based and audio-visual media
- Demonstrate sharpened academic writing skills, and an ability to apply knowledge and critique in written forms
- Synthesize the studied material and thoughtfully deploy them in support of a critical argument
- Demonstrate understanding of how media contribute to a sense of Australian culture and how they have done so historically

## Assessment tasks

- Active Contribution
- Mini Essay
- Major Essay

## 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 understanding of how media contribute to a sense of Australian culture and how they have done so historically
- Demonstrate increased knowledge of the Australian mediascape in the local/national context, and an understanding of how these media forms, industries and practices have responded to a range of factors, including technological changes, political agendas, and the influence of international traditions, models and ideas
- Demonstrate an improved ability to be an active and critical consumer of Australian media content

## Assessment tasks

- Active Contribution
- Mini Essay
- Major Essay

## 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:

## Learning outcomes

- Demonstrate understanding of how media contribute to a sense of Australian culture and how they have done so historically

- Demonstrate increased knowledge of the Australian mediascape in the local/national context, and an understanding of how these media forms, industries and practices have responded to a range of factors, including technological changes, political agendas, and the influence of international traditions, models and ideas
- Demonstrate an improved ability to be an active and critical consumer of Australian media content

## **Assessment tasks**

- Mini Essay
- Major Essay

## **Changes from Previous Offering**

This unit will now hold weekly 1-hour tutorial sessions instead of 5 x 2-hour seminars.

The 'In-Class Tests' have been replaced with the 'Active Contribution' assessment to encourage greater critical thinking.

The unit content has been updated to include either more recent or highly relevant research. The weekly lectures have been updated in response to a rapidly changing media environment and new emphases in media studies.

## **Late Submission Penalty**

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through Campus Wellbeing and Support Services.