



# MECO316

## Media Ethics

S2 Day 2018

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

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	8
<a href="#"><u>Learning and Teaching Activities</u></a>	9
<a href="#"><u>Policies and Procedures</u></a>	10
<a href="#"><u>Graduate Capabilities</u></a>	11

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#### **Disclaimer**

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## General Information

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Credit points

3

Prerequisites

6cp in MAS or MECO units at 300 level

Corequisites

Co-badged status

Unit description

This unit is about the ways in which various narratives are ethically produced, disseminated and represented by the media. As such, it links the skills, knowledge and insights students have gained from various Media programs to relevant future pathways. Questions that this unit will ask are, how are media debates ethically conceived and represented? What are the ethical implications of un-sourced media narratives? How does the media therefore construct and shape culture, society and individuals? The unit will draw on a number of media theories, ethical and practical approaches, as well as previous program content and knowledge to debate the role of the media in shaping public opinion, and ethical decision-making around various narratives, including news stories, and social perceptions. In other words, how are we influenced by media in relation to ethical decision-making more generally?

## 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:

Reflect critically on the student's educational experience as at Macquarie university.  
(Capstone component)

Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.

Communicate about media ethics-related in a way that that encourages group learning, deliberation and discussion.

Plan and produce a short video project that delivers an ethics-related argument using examples from contemporary media.

Summarize, analyze and reflect on creative choices using the format of a written "process document."

## General Assessment Information

- All assessed material must be submitted using Turnitin, using a template that will be provided for each assessment. The template will allow you to provide URLs to access video or other online materials, should you need to share those.
- Although you will share materials with other students in tutorials for draft responses, students have the right to reasonable privacy expectations outside the class. Throughout the semester, you will be shown how to post materials online so that they are not viewable by the general public (using private links on Google Drive, Dropbox, friends-locked YouTube and Web hosting sites etc.)
- 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 (including weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.
- Should you require it: link to access the MMCCS Session [Re-mark Application](#)

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Provocation Presentation</a>	30%	No	Once during class
<a href="#">Student Autobiography Project</a>	20%	No	Week 4
<a href="#">Teaching Video &amp; Process Doc</a>	50%	No	12

## Provocation Presentation

Due: **Once during class**

Weighting: **30%**

Once this semester, you will be responsible for giving a five minute “provocation presentation” to your classmates.

### **Presentation Content:**

Each student will be assigned a particular week's reading & lecture to address in tutorial. Your responsibility will be to put together a short in-class presentation designed to

- **teach** your peers one concept or argument of your choosing from that week's reading/lecture;
- **illustrate** the the concept or argument for your peers, by applying it to a media-related case of your choosing
- introduce a media-related case that in some way **complicates** the concept or argument
- craft a question related to this complication designed to **provoke class conversation**

### **Presentation Format:**

- Presentations are timed, and strictly limited to 5 minutes maximum (excluding class conversation.)
- Students should include 8-10 slides in their presentations.
- After their presentation, students are expected to use the Presentation Submission Template to submit a PDF of their slides and speaking notes (bullet points are fine) using Turnitin.
- There will usually be 4 student presentations per day. Tutors will decide whether class conversation happens after each presentation, or after all presentations have been delivered for the day.

**Grading Criteria** You are graded in class, on a series of criteria including:

- understanding of concepts
- application of concepts to examples
- quality of discussion question(s)
- overall class presentation skills
- originality

Each of these will be marked on a scale of 1-6, for a total of 30 points.

### **Presentation Dates & Guidelines**

- Presentation dates will be assigned by your tutor and cannot be rescheduled without

Special Consideration approval.

- Although students won't be penalized for overlapping choices with regard to concepts or examples, it stands to reason that that four people handling the same material on the same day are often marked in descending order of quality. To avoid too much duplicating material, each class will receive a list of who is presenting when, and students presenting on the same day will be encouraged to touch base with one another in advance of presentation day.
- Additional guidelines for delivering presentations and grading rubric will be given out the first week of classes.

On successful completion you will be able to:

- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.
- Communicate about media ethics-related in a way that encourages group learning, deliberation and discussion.

## Student Autobiography Project

Due: **Week 4**

Weighting: **20%**

For this assessment, you are going to develop a clear, exciting and creative response to one of the most commonly asked questions in employment and postgraduate interviews: "So, tell me about yourself." In keeping with the class theme of ethics, your goal is to truthfully communicate your interests and values as student in such a way that your reader/viewer is inspired to begin thinking about you as a future professional.

**Response Content:** At minimum, your submission needs to address the following questions, designed to give a sense of who you are as a student:

- Short description of your major. This should be your future ten-second response to the question "So, what's an X major, anyway?"
- Short explanation for why you chose your major. This should include a quick story, image, memory, or allusion to the outside world that tells others something about you as a person, and hints at your values (i.e. not just, "Not sure why I chose this major," or "I chose it because I want a job...")
- Examples of at least two significant classes or assigned texts that shaped your educational experience, and a quick discussion of how and why they did.
- Discussion of any significant media production-related skills you acquired (or built on)

while at university, showing an example from the work where possible.

- Discussion of any significant outside internships /volunteering/travel/extracurricular activities that you undertook to gain skills beyond the classroom.
- Discussion of at least two industry sectors that excite you as possible avenues for employment after university, with reasons provided for why you find them interesting.
- Discussion of at least one media leader that inspires you as media consumer, producer, or critic, ideally with an example of the work you find inspiring. The media leader you chose can an individual, a company, or even an activist movement--established or on the rise, national or internationally based.

**Response Format:** As media students, it is hoped you will take the opportunity to go beyond the standard essay format in a way that both tells and SHOWS who you are as a media creator. As long as you address the questions, you are encouraged to produce this assessment as piece of creative writing; using one of the following formats:

- creative essay format (screenplay treatment; letter; lab report, etc.)
- graphical format (menu, architectural plan, map, weather report, etc.)
- a curated piece of social media (web site, Tumblr, Instagram feed that links photos and text in some way, etc.)
- short video (speaking to camera and/or narrating animated slides);
- as a song, a piece of sound art, podcast, or radio broadcast, etc.

**Guidelines for length:**

- Creative writing submissions (600-1200 words max)
- Graphical presentations (1-3 pages max)
- Video, audio or other time-related presentations (1-3 min max)

**Grading Criteria:** Student Autobiography Projects will be marked on a series of criteria, including:

- Comprehensiveness ( a project that addresses all the required elements)
- Clarity and cohesion (a narrative that makes sense, has no large gaps, doesn't stray)
- Contextualization of identity (understandable explanations for material and professionals that inspire you )
- Creativity (an overall delivery that feels fresh, told in a compelling manner)

Each of these criteria will be marked on a scale of 1-5, for a total possible score of 20 points.

Further guidelines, sample student work and a grading rubric will be provided the first week of class.

On successful completion you will be able to:

- Reflect critically on the student's educational experience as at Macquarie university.  
(Capstone component)

## Teaching Video & Process Doc

Due: **12**

Weighting: **50%**

**Content** For this assessment, you will produce a short “close reading” educational video that

- zeroes in on a specific section of ethics-related material from class reading (e.g. a pull quote, an argument, a concept);
- teaches that material by applying it contemporary media examples of your choosing;
- makes a clear and identifiable argument about the reading material that the viewer can understand.

Your video must be accompanied by a short text called a “process document” that provides clear written rationalizations for creative choices made in video production.

- Please note that your video must NOT cover the same week covered by your in-class presentation.

### **Close Reading & Process Doc: Format**

- Video length should be no longer than five minutes.
- Process document should be between 500-750 words

### **Overall Marking Criteria**

- Please note that the video and process document will be equally weighted in this exercise.

### **Marking Criteria for Video**

The video will be evaluated on its capacity to effectively teach, not its production value. Effective teaching will be measured on a scale of 1-50, with each of the following weighted at 10 points.

- understanding of concepts
- application of concepts to examples
- use of image and sound and text to enhance learning experience
- articulation and execution of argument
- freshness and originality of observations

### **Marking Criteria for Process Document**

The process document will be evaluated as a piece of university-level writing evaluated along five criteria, weighted 1-5, for a total of 50 points:

- Clear and persuasive explanation for why the student chose the specific section of ethics-related material from class reading for their video, as well as the contemporary media examples they did (with a brief discussion of choices considered and discarded);
- Clear and cogent discussion of how the student came to arrive at the argument they did;
- Clear and illustrative discussion of the images and sounds the student chose to include in their video (with a brief discussion of choices considered and discarded);
- Clear and convincing self-analysis of the video's potential effectiveness as a teaching tool
- Clear and convincing discussion of the video's potential effectiveness after a user testing (ideally by showing it to another student for feedback comments)

Further guidelines, sample student work and a grading rubric will be provided the fourth week of class.

On successful completion you will be able to:

- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.
- Plan and produce a short video project that delivers an ethics-related argument using examples from contemporary media.
- Summarize, analyze and reflect on creative choices using the format of a written “process document.”

## **Delivery and Resources**

### **Start of classes and tutorials**

- Classes and tutorials begin Week 1.

### **Delivery of unit**

- This unit will be delivered as one hour lecture with one hour interactive seminar. It will combine lecture-style material with guided inquiry, production tasks, writing workshops, small group activities and discussions. For current updates, classrooms and times please consult the MQU Timetables website: <http://www.timetables.mq.edu.au>
- Lecture portions of the class will be recorded for review purposes only. See Echo block on iLearn for filmed weekly lectures. Any workshops, discussions, activities or media viewed or listened to will not be available for review.

### **Readings and Other Media**



- Please consult the iLearn site for weekly readings and media

### Laptop Policy

- Please DO bring your own devices for use in class (laptops or tablets + mobile phones).
- The library has laptops and iPads available for lending if you don't have your own.  
<http://www.mq.edu.au/about/campus-services-and-facilities/library/facilities/computer-facilities> and there are other computer labs on campus.
- Please also bring a pen or pencil and paper to class.

### Other Technology Matters

- Students are expected to make use of everyday information technologies to complete their assignments (i.e. Personal Computers, mobile Phones, freely available editing software and online publishing platforms).
- As this is not a production unit, students should not contact the department's technical staff for equipment or support. Feel free to challenge yourself but work within your technical abilities.

## Learning and Teaching Activities

### Lectures

Lectures Lectures begin WEEK 1. You are expected to have watched the lecture prior to your tutorial attendance. See Echo block on iLearn for filmed weekly lectures. For current updates, classrooms and times please consult the MQU Timetables website:  
<http://www.timetables.mq.edu.au>.

### Readings

Readings Each week, there will be at least one required reading, which you can access via iLearn. As the semester goes, there will also be optional readings available for students interested in deepening their knowledge on a topic. Links to case studies, videos, news coverage It's hard to have fruitful discussions as a group without all having seen the same thing, which is why each week will also include links on iLearn to online case studies, videos or news coverage relevant to our topic for the day.

### Tutorials

Tutorials Tutorials begin in WEEK 1 of classes. Activities will vary, but almost always will involve discussions of the readings and case studies, an interactive exercise of some sort, and/or time for workshopping draft versions of essays. Students will be expected to demonstrate they are prepared for to work together for the day by reading and when requested bringing in draft versions of class essays for peer review. For more information regarding tutorial structure, expectations and grading rubrics, please see iLearn.

## 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](http://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](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

- Reflect critically on the student's educational experience as at Macquarie university. (Capstone component)
- Communicate about media ethics-related in a way that encourages group learning, deliberation and discussion.
- Plan and produce a short video project that delivers an ethics-related argument using examples from contemporary media.

### Assessment tasks

- Provocation Presentation
- Student Autobiography Project
- Teaching Video & Process Doc

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to

demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.
- Summarize, analyze and reflect on creative choices using the format of a written “process document.”

## **Assessment tasks**

- Student Autobiography Project
- Teaching Video & Process Document

## **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 outcome**

- Reflect critically on the student’s educational experience as at Macquarie university.  
(Capstone component)

## **Assessment tasks**

- Student Autobiography Project
- Teaching Video & Process Document

## **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

- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.
- Plan and produce a short video project that delivers an ethics-related argument using examples from contemporary media.

## Assessment tasks

- Provocation Presentation
- Teaching Video & Process Doc

## 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

- Reflect critically on the student's educational experience as at Macquarie university. (Capstone component)
- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.
- Plan and produce a short video project that delivers an ethics-related argument using examples from contemporary media.
- Summarize, analyze and reflect on creative choices using the format of a written "process document."

## Assessment tasks

- Provocation Presentation
- Teaching Video & Process Doc

## 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

- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.
- Communicate about media ethics-related in a way that that encourages group learning, deliberation and discussion.
- Plan and produce a short video project that delivers an ethics-related argument using examples from contemporary media.

## Assessment tasks

- Provocation Presentation
- Teaching Video & Process Doc

## 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

- Reflect critically on the student's educational experience as at Macquarie university. (Capstone component)
- Communicate about media ethics-related in a way that that encourages group learning, deliberation and discussion.
- Plan and produce a short video project that delivers an ethics-related argument using examples from contemporary media.
- Summarize, analyze and reflect on creative choices using the format of a written "process document."

## Assessment tasks

- Provocation Presentation
- Student Autobiography Project
- Teaching Video & Process Doc

## 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**

- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.
- Communicate about media ethics-related in a way that encourages group learning, deliberation and discussion.

## **Assessment task**

- Provocation Presentation

## **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 outcome**

- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.