



# MMCC2016

## Sex, Death and Politics: Media Representations

Session 1, Weekday attendance, North Ryde 2020

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

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Convenor and lecturer

Chris Muller

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Contact via e-mail

Office 160, 10 Hadenfeld Avenue

Thursdays 3pm-4pm (weeks 1-7); 12pm-1pm (wk 8-13) & per appointment

Credit points

10

Prerequisites

40cp at 1000 level or above

Corequisites

Co-badged status

Unit description

This unit is about the common (yet often scandalous) dilemmas or big issues we confront or have to ethically decide upon in our everyday lives. For example, why do we, or would we, decide to have an affair or a one night stand? Why do we decide to have kids, or not? Why do we decide to work, or be educated? Why do we decide it is important to prolong human life, or not (euthanasia)? Why do we choose to eat or not eat animals? Selecting from topics such as health, environment, science, to adultery, marriage, abortion, euthanasia, religion, war, sport, and work, this unit will draw on a number of key thinkers, ethical and practical approaches, and media representations, to debate how and why we make the decisions we do, why we think some decisions are more important than others, and how our decisions are influenced by media and politicians, religion and society, family and friends.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://students.mq.edu.au/important-dates>

## Learning Outcomes

**ULO1:** analyse, identify, and communicate broad and specific arguments in contemporary media, cultural, political, and ethical debates.

**ULO2:** evaluate various media representations that contribute to cultural, social, and

ethical values.

**ULO3:** apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.

**ULO4:** apply team and individual problem solving and enquiry based learning to contemporary social, cultural, and ethical issues and debates.

**ULO5:** reflect critically on the impact and consequence of one's arguments on others, while respecting the difference of counterarguments.

## General Assessment Information

**All written assessments** (Position Paper; Participation Collaboration; Self-Reflective Essay) must be submitted via the designated Turnitin links which will be made available on iLearn.

**Special Consideration:** If you have experienced an unavoidable and serious disruption and are unable to complete this task by the due date, please email your unit convenor and request Special Consideration via [ask.mq.edu.au](mailto:ask.mq.edu.au).

**Late 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Position Paper</a>	35%	No	20/4/2020
<a href="#">Team Debate</a>	35%	No	Week 8-12 (possibly 13 depending on numbers)
<a href="#">Participation Collaboration</a>	10%	No	Week13
<a href="#">Self-Reflective Essay</a>	20%	No	Week13* (* wk 14, if debate is in wk13)

### Position Paper

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 38 hours

Due: **20/4/2020**

Weighting: **35%**

Students will choose a class topic and write a position paper in the form of an essay that develops a particular argument.

The essay needs to respond to a clearly identified case study / media representation of a particular topic and build on course reading, analysis of relations of power and individual research.

Refer to iLearn for further information.

On successful completion you will be able to:

- analyse, identify, and communicate broad and specific arguments in contemporary media, cultural, political, and ethical debates.
- evaluate various media representations that contribute to cultural, social, and ethical values.
- apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- apply team and individual problem solving and enquiry based learning to contemporary social, cultural, and ethical issues and debates.

## Team Debate

Assessment Type <sup>1</sup>: Debate

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **Week 8-12 (possibly 13 depending on numbers)**

Weighting: **35%**

Students will be assigned a team, which will focus on a particular topic from the weekly lectorials.

Students will be randomly assigned to one side of the argument and will develop, debate and defend a specific position. Debates will happen in scheduled class hours where possible.

Refer to iLearn for further information.

On successful completion you will be able to:

- analyse, identify, and communicate broad and specific arguments in contemporary media, cultural, political, and ethical debates.
- evaluate various media representations that contribute to cultural, social, and ethical values.
- apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- apply team and individual problem solving and enquiry based learning to contemporary social, cultural, and ethical issues and debates.
- reflect critically on the impact and consequence of one's arguments on others, while respecting the difference of counterarguments.

## Participation Collaboration

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 5 hours

Due: **Week13**

Weighting: **10%**

This assessment requires students to peer-review and grade the other members of their debate team on how much they collaborated and the quality of their collaboration.

Refer to iLearn for further information.

On successful completion you will be able to:

- analyse, identify, and communicate broad and specific arguments in contemporary media, cultural, political, and ethical debates.
- apply team and individual problem solving and enquiry based learning to contemporary social, cultural, and ethical issues and debates.
- reflect critically on the impact and consequence of one's arguments on others, while respecting the difference of counterarguments.

## Self-Reflective Essay

Assessment Type <sup>1</sup>: Reflective Writing

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week13\* (\* wk 14, if debate is in wk13)**

Weighting: **20%**

Students will write a scholarly essay on the nuances and complications that arose when arguing for a specific position before an audience of peers.

Refer to iLearn for further information.

On successful completion you will be able to:

- analyse, identify, and communicate broad and specific arguments in contemporary media, cultural, political, and ethical debates.
- evaluate various media representations that contribute to cultural, social, and ethical values.
- apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- apply team and individual problem solving and enquiry based learning to contemporary social, cultural, and ethical issues and debates.
- reflect critically on the impact and consequence of one's arguments on others, while

respecting the difference of counterarguments.

<sup>1</sup> If you need guidance or support to understand or complete this type of assessment, please contact the Learning Skills Team

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

Teaching starts in **Week 1**.

This unit is delivered as a weekly, 2hr interactive lecture. See iLearn for schedule.

All required reading is available via Leganto as part of a reading list that also includes recommended reading and additional resources.

## 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.*)

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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](mailto:ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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 Enquiry Service

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

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Equity 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.

## 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.