



ICOM201

International Television and Beyond

S2 Day 2018

Department of Media, Music, Communication and Cultural Studies

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Catherine Fargher

catherine.fargher@mq.edu.au

Room 165i, (hub 165) Y3A Bldg pls email for appointment

3.30-4.30pm Wednesdays

Credit points

3

Prerequisites

15cp at 100 level or above

Corequisites

Co-badged status

Unit description

This unit discusses international television programs and the way in which these are constructed and distributed by media companies, and how they are interpreted within different cultures. The globalisation of production and distribution models for the television industry are examined, as are the interpretive practices audiences bring to bear on television programming that originates from elsewhere. News and current affairs television are studied, as are entertainment and educational programming.

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 understanding of key theories and concepts in the study of international television.

Acquire research skills by employing quantitative and qualitative media research methods.

Critically analyse and interpret research data using appropriate framework.

Present written arguments in a coherent form and demonstrate skills in oral presentation.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>TV Game Show</u>	20%	No	Weeks 4-12
<u>Content Analysis</u>	30%	No	11pm Fri 15 September
<u>Audience ethnography</u>	50%	No	11pm Fri 10 November

TV Game Show

Due: **Weeks 4-12**

Weighting: **20%**

In an allocated tutorial, in teams of three, you will design and present a television game show that draws on the readings for that week and tests the knowledge of your peers. Your show should be based on one or more existing TV game shows from anywhere around the world. During the presentation, all team members will act as hosts for show.

The presentation should begin with an engaging 5 minute summary of key theories and concepts from the readings for that week (make references to key scholars/authors where appropriate). Each team member should contribute to this part. Include a brief history of the game show (or shows) you are drawing on, then clearly explain how to play it. Creatively come up with ways that will involve ALL students and will require them to discuss their views on the weekly topic, lecture and readings. It is strongly encouraged that you have small group activities as well as whole class discussions built into the show.

Note that while many TV shows request simple right/wrong answers, for this assignment use your creative licence to ensure there are aspects that allow for some extended discussion (e.g. around why a certain answer is right or wrong). Involving students in the analysis of TV clips on YouTube in relation particular concepts is also strongly encouraged.

Briefly end your presentation with a clear articulation of what you hope your classmates learnt from participating in the show, linking back to the key concepts for this week.

This assignment will be marked individually based on each student's performance, contribution to group work, and summary of the chosen key concept. Each student must demonstrate his or her contribution towards the planning and delivery of the game show by detailing their activities to team work and submitting a 200 word summary of their chosen key concepts. Before commencing your game show provide the tutor with a printed handout which includes a short description of your gameshow, each student's contribution and individual summaries with authors clearly identified, references collated into one document.

The presentation should take about 40 minutes, allowing some time at the end for feedback.

Students may use audio visual aids as well as props and costumes if they wish.

Students will be assessed on their ability to:

- Demonstrate understanding of key theories, concepts and wider debates in the study of international television based on the readings through examples, comparison and contrast.
- Demonstrate awareness of cross-cultural or alternative perspectives, through encouraging considerate and insightful analysis of examples of television content from around the world.
- Create an effective, compelling and creative tutorial that invites all peers into a meaningful discussion of issues without the tutor's help.
- Demonstrate effective teamwork.
- Submit a well-formatted, clearly written handout for the tutor with all the required elements in class.
- Students are also required to hand this final written element of their work as one document to Turnitin.

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate understanding of key theories and concepts in the study of international television.
- Present written arguments in a coherent form and demonstrate skills in oral presentation

There are no make-up dates available for students who fail to appear on their allocated presentation dates. Students must apply for disruption to study if they are unable to present with their group due to sickness or other unplanned event.

On successful completion you will be able to:

- Demonstrate understanding of key theories and concepts in the study of international television.
- Present written arguments in a coherent form and demonstrate skills in oral presentation.

Content Analysis

Due: **11pm Fri 15 September**

Weighting: **30%**

This assignment assesses your ability to critique two culturally divergent global television news services by analysing their online news content.

Length: 1200 words.

Carry out a content analysis of Internet television of two reputable news organizations, one Western and one non-Western by studying elements such as language, pictures and headlines in the reporting of a major international event or issue that is covered by both news organisations. The issue could, for instance, be related to politics, business/economics, a

conflict, a natural disaster, or a particular person or celebrity. The issue should be important enough that it attracts sustained media coverage.

In selecting your two television networks, ensure that they are comparable (e.g. both are global networks, or both are national-level networks). Students with skills in languages other than English are encouraged to compare an English and non-English language news organisation's coverage of the same issue, with key references, headlines and quotes translated into English. If you are interested in this inter-lingual option, your tutor and/or convenor can provide further assistance.

Over a 2-week period gather data from each TV news website looking at the news agenda relating to that event or issue. From the data gathered write a comparative analysis of news content focusing on the following questions:

- How is the issue or event framed? From what cultural/national perspectives are the stories being reported?
- What are the predominant news values?
- What sources are used as evidence? Who are the experts quoted? (i.e. their cultural, political or social orientation, whether they are from an elite or non-elite country or group)
- Who is the target audience? How do you know?

Your insights and analysis should be supported by examples from the evidence gathered from the TV news websites as well as course readings and other literature.

Include samples of your page views as an appendix for each website (no more than 4 pages).

Examples of global news networks you may choose include:

- BBC
- Al Jazeera
- CNN
- CCTV
- France24
- Xinhua News Agency (Chinese)
- ABC News World
- TimesNow.tv (India)
- RT (Russian)

Submit your analysis and samples as one document to Turnitin.

Students will be assessed on their ability to:

- Clearly articulate the aim and method of their research.
- Present robust data, using evidence to build an argument.
- Draw connections from different forms of evidence.

- Structure the essay in a clear, logical and engaging way.
- Provide a strong argument through interpretation of data and reference to relevant concepts.
- Effectively integrate cited material, with complete and appropriate referencing.
- Write clearly, concisely and directly, without spelling or grammatical errors.

On successful completion you will be able to:

- Demonstrate understanding of key theories and concepts in the study of international television.
- Acquire research skills by employing quantitative and qualitative media research methods.
- Critically analyse and interpret research data using appropriate framework.
- Present written arguments in a coherent form and demonstrate skills in oral presentation.

Audience ethnography

Due: **11pm Fri 10 November**

Weighting: **50%**

For this assignment you are required to develop a log (worth 20%) and research report (worth 30%) on the television (or digital device) viewing behaviours of a group of people (3-4 people) with whom you are in contact covering weeks 9-11. The participants may be members of your family (siblings, parents, grandparents, cousins), a selection of friends, people at work (e.g. if TV is shown in the workplace), or others who you are able to access watching TV. Not all your participants need to be viewing at the same time but there should be something that unites them as a group. The participants you follow may consume television in any of its myriad forms e.g. broadcast, online, on laptops or on mobile phones.

As an ethnographer your role is to temporarily step out of your participants' world and imagine you are from a different country or culture looking back at them with new eyes. What would you notice about their TV viewing habits that is interesting or unusual? Your main approach for this assignment is not to interview participants, but to observe them. However, if you are a participant ethnographer you may comment on conversations around shows that you have with your participants or that they have with others.

For ethical reasons, ensure you get verbal permission from your participants to observe them. You may use pseudonyms to protect the identity of your participants in your report.

Log 20%

Use the log sheet that will be available on ilearn and fill out details from your **observations over the 4 weeks**. Use Marie Gillespie's observations on the use of television among South Asian families in Southall as a guide (Gillespie 1995, Week 9 readings). These log sheets and all

working notes on observations must be included in an appendix at the end of your report. For this reason it is better to type instead of handwrite your notes.

Your log must provide details on the following:

- Day, time, channel, type (e.g. free-to-air, pay TV)
- How TV is viewed (e.g. on TV screen, laptop, tablet, mobile phone)
- The nature of the content (programs watched, genre, language, advertisements etc.)
- Duration of viewing
- Other uses of television (e.g. to watch DVDs, use of games consoles etc.)
- The people who shared or participated in the viewing events (describe them)
- Activities that took place during the viewing events (e.g. Were participants doing something else at the same time as watching TV? What else was going on around them? If participants were having dinner, using social media or talking at the same time, include salient quotes of discussions about the program in your notes)
- When the news viewed was from a less reputable source, did the viewers know?

Research Report 30%

In your report explain:

- the aim of your research (including research questions)
- your method (who you observed, why, when, where, and how; whether you were a participant as well as an observer; explain how readings on audience ethnography informed your approach)
- a key theory (or couple of theories) that underpins your study e.g. globalization, glocalisation, cultural proximity, gender, old and new technology, fake news etc.
- your key observations (findings) over the 3 weeks (include detailed observations and specific quotes from your log)
- a discussion that links your findings back to the key theories
- your ideas for further research that may be interesting to follow up on

Link your discussion as much as possible to key 'international' concepts. For instance, when describing your participants you may consider their cultural, ethnic, and national backgrounds. You may explain the programs they watch in international terms e.g. what countries they come from, whether they are global formats, hybridisations, or local etc. You may consider what might be driving your participants' TV choices culturally as well as any intersections with other factors like gender, class and generational differences as appropriate.

Report Length: 1200 words. **Log:** Minimum 1000 words

Submit your report and log as one document to Turnitin.

You will be assessed on your ability to:

- Clearly articulate the aim and method of the research.
- Use robust and varied data from ethnographic observations.
- Make connections using different forms of evidence.
- Keep a comprehensive log with relevant and substantial observational data over a four-week period.
- Refer to at least 4 relevant sources from the unit reader and at least 3 thoughtfully chosen academic sources beyond the reader.
- Structure the report in a clear, logical and engaging way.
- Discuss ideas with relevant frameworks, linking concepts to insights based on the findings.
- Effectively integrate cited material, with complete and appropriate referencing.
- Write clearly, concisely and directly, without spelling or grammatical errors.

NB: Detailed marking rubrics for all assessment tasks can be found on ilearn.

On successful completion you will be able to:

- Demonstrate understanding of key theories and concepts in the study of international television.
- Acquire research skills by employing quantitative and qualitative media research methods.
- Critically analyse and interpret research data using appropriate framework.
- Present written arguments in a coherent form and demonstrate skills in oral presentation.

Delivery and Resources

LECTURES AND TUTORIALS

ICOM201 consists of a weekly 1-hour lecture and a weekly 1-hour tutorial.

Lectures will be pre-recorded and available via Echo

Tutorials begin in week 2. Students can meet with the tutor in weeks 12 and 13 to discuss their ethnographic research data and analysis.

REQUIRED READINGS

The required unit readings can be found listed under weekly topics on ilearn. Readings are available on the library's e-Reserve. Students are expected to read the weekly readings before each week's tutorial, make notes on the readings using the key questions and points in the unit schedule as a guide, and bring these to class to inform their discussion.

RECOMMENDED READINGS

Other recommended texts are available in the reserve section of library, and include:

Alvarado, M., Buonanna, M., Gray, H., Miller, T., (Eds.) (2014). *The SAGE Handbook of Television Studies*, SAGE Publications.

Curtin, M., Holt, J., Sanson, K. (Eds.) (2014,) *Distribution Revolution: Conversations about the Digital Revolution of Film and Television*, Oakland: University of California Press.

Straubhaar, J. (2007). *World Television: from Global to Local*, Los Angeles: Sage.

Sunetra, S. N. (2014). *Globalization and television : a study of the Indian experience, 1990-2010* First edition., New Delhi : Oxford University Press, 2014

Moran, A. and Keane, M. (Eds.) (2004). *Television Across Asia: Television industries, program formats and globalization*, London: RoutledgeCourzon.

Wilson, T. (2004). *Playful Audience: From talkshow viewers to Internet users*, Creskill, NJ: Hampton Press.

Parks, Lisa and Kumar Shanti (Eds.) (2003). *Planet TV: a global television reader*. New York ; London : New York University Press

Ammon, Royce J., (2001). *Global television and the shaping of world politics: CNN, telediplomacy, and foreign policy*. Jefferson, N.C.: McFarlan

French, David and Richards, Michael (Eds.) (2000). *Television in Contemporary Asia*. New Delhi: Sage.

Thussu, Daya Kishan (2000). *International Communication. Continuity and change*, London: Arnold pp.200-223

Barker, Chris. (1997). *Global Television: An Introduction*, Oxford: Blackwell Publishers

Thomas, A. O. (1996). Global diasporic and subnational ethnic, audiences for satellite television in South Asia, *The Journal of International Communication*, 3(2). pp.61-75

Jenkins, Henri. (2006) *Convergence Culture – Where Old and New Media Collide*. Introduction pp. 1-24.

ILEARN

Students are also expected to regularly follow the unit on ilearn and stay informed of special announcements and additional information posted there.

ASSIGNMENT SUBMISSION

All written assessments are to be submitted online via Turnitin, accessed through the ICOM201 ilearn site.

Feedback in this Unit

- General comment, rubric and in-text comments attached to assignments marked in GradeMark.

- In-class feedback after a tutorial presentation.
- Through the 'announcement' function in ilearn if there are points of relevance to the whole class.
- Interactions with peers in the forum activities.
- Individual consultation with the convenor made by appointment.
- Detailed marking rubrics for all assessment tasks can be found on ilearn.

EMAIL

Students are encouraged to use the iLearn discussion forum for any questions of a general nature. This encourages peer to peer contribution. The unit convenor will answer your queries there. If you have a private issue to discuss please email the convenor. Generally student emails will be replied to within 48 business hours. Students should not expect emails to be returned on weekends and after hours. Students should ensure that they can receive emails sent to their MQ email addresses.

Unit Schedule

Week 1 Unit Overview and Assessments

Discussion of Unit outline and assessments in recorded lecture available on Echo.

No Tutorials are scheduled for this week.

Complete readings for Week 2

Week 2 Study of Television

Until the arrival of the Internet in the late 1990s, television was the most glamorous field of study and research across the many fields of media scholarship. New media technologies like the Internet and mobile communications have completely reconfigured the entertainment and information business. Television audiences are disappearing and moving onto interactive and on-demand services.

Tutorial discussion: What is technology disruption and how is it impacting on both the production and distribution of television? Discuss your own consumption habits of television and Internet.

Week 3 Trends and Flows/Convergence Media

Whether you've got access to one channel or 500, television has spread to virtually all parts of the world in one way or another over the last 50 years. At one level it is global and flows across national borders, at another it is local and reflects the character of its audiences.

Tutorial activity: What are the characteristics of transnational television? Does convergence media influence this? What are the global frameworks within which the study of global television may be conducted as discussed by Straubhaar? Define and discuss cultural proximity in relation to audience reception of global television?

Week 4 Television News

Beyond direct experience, television news plays an important role in shaping the viewers'

knowledge about places, people and events around the world. However, the view of the world through television news can be distorted and disorientating. This can cause dire political, cultural and social misunderstanding.

Tutorial activity: Define and discuss two of the following - News Agenda, agenda setting, gate keeping and news values. What are some key professional practices and cultural factors that influence news production? Watch television news segments and identify some of these.

Week 5 Reporting Conflict – The Power of Pictures (Guest Lecture - HG Jones, Inter-news Pakistan/Afghanistan)

Television has been the battleground for fighting ideological wars. Television news frames each conflict to appeal to its target audience.

Tutorial activity: Watch coverage of a conflict by CNN and Al Jazeera and discuss how their reporting may differ. Do they reflect any of the ten proposals for war coverage discussed by Galtung?

Week 6 Commercial Imperatives - Entertainment TV

Television is a promotional space that is aimed at matching audiences with advertisers. The pressures of commercialisation have reconfigured all aspects of television to generate profits and encourage the consumption of products and services, including international sports such as the Olympics.

Tutorial Discussion: How have commercial imperatives changed the business of television? Discuss the symbiotic relationship between sports and global television networks. and the success of format programming (such as the Voice) in different markets.

Week 7 State-Funded TV Services

Public service broadcasting has traditionally aimed at social agendas associated with concepts like nation-building, education and information dissemination. In recent years these concepts have been challenged by conservative political agendas that emphasise a reduced role for government in public services.

Tutorial activity: Discuss the principles of public service broadcasting and how it contributes towards a democratic society? How is Chinese State television different to western public service broadcasting?

Week 8 Hybridity, Multiplatform and Convergence Media, Identity and TV Consumption

Many people worry about the amount of foreign TV programs that appear on their screens. This relates to the concern that exposure to foreign values, behaviours and practices will ruin local cultures and traditions. This debate remains one of the strongest themes in the study of international flows of programming.

Tutorial Discussion: How does audience identity play out in TV consumption? Does convergence play a role?

Week 9 TV Audience Research

Television can be found almost everywhere: from the lounge room to the airport lounge people can be found glued to it – or are they? Audience research illustrates the social, cultural, political and economic dimensions of television and just what it means to the viewer.

Tutorial Discussion: What are the differences between effects study and reception study in television research. Name some key scholars who have influenced the study of audience research. Why are they important?

Week 10 Education and Development Television

Television has played an important role in the developing world in educating and informing the population as well as in the project of nation building. While technologies may eventually blur the distinctions between television and Internet content, the old box remains the key to widespread public access to information, entertainment and communication around the world.

Tutorial Discussion: Using the case study of Doordarshan discuss the development mandate of television broadcasting in India. How can television contribute to bringing a diversity of views in pluralistic societies such as nations in Africa and the Middle East?

Week 11 Indigenous and Community Television (Guest Lecture - M. Barbagallo, Vanuatu Community TV)

Indigenous and community groups want access to television production for cultural maintenance and social action. Aboriginal people in Australia and Canada are leading the world in the production of proactive messages for their people to counter mainstream programming.

Tutorial Discussion: Why is it important for indigenous and marginalised groups to have access to the means of television production?

Week 12 New Media and Beyond

This week we discuss how social media and new technological inventions may shape the production, dissemination and consumption of television as we know it.

Tutorial Discussion: If you were the head of television at ABC TV or Channel 7, what are the things that excite you about the future of television. What are some of the challenges that you foresee?

Week 13 Review

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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.

What is required to complete the unit satisfactorily

You are required to attend all tutorials. As participation in the process of learning is linked to and underpins the unit Learning Outcomes, you will need to either apply for Disruptions to Studies to cover any missed tutorial (if the disruption is greater than three consecutive days) or supply appropriate documentation to your unit convenor for any missed tutorial (if less than three consecutive days).

Late Submissions

Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Special Consideration is made and approved.

Tasks above 10%. 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.

Work commitments are not an acceptable reason for late submission. It is your responsibility to factor in workloads and manage your time accordingly.

We do understand, however, that your university time may be disrupted or destabilised for various serious reasons. If you find yourself overwhelmed and are struggling to meet an essay deadline or attend class please consult with your tutor or the course convenor as soon as possible. You may be referred to appropriate student support services and it may be possible to negotiate a mutually agreeable arrangement.

Special Consideration Policy

- [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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

(Please also see links above, policy and procedures)

University Policy on Grading

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study.

Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution.

In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc).

Graded units will use the following grades and be aligned/mapped to the listed numerical range:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

High Distinction Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

Distinction Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing

issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Credit Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

Pass Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Fail Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Academic Honesty

Academic honesty is an integral part of the core values and principles contained in the [*Macquarie University Ethics Statement*](#). Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

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

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.

Familiarity with iLearn, the essay submission software Turnitin and Microsoft Word are expected.

Students are encouraged to regularly save and back-up their work as extensions cannot generally be given for computer mishaps.

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 outcome

- Present written arguments in a coherent form and demonstrate skills in oral presentation.

Assessment task

- TV Game Show

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 outcome

- Demonstrate understanding of key theories and concepts in the study of international television.

Assessment tasks

- TV Game Show
- Content Analysis
- Audience ethnography

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 outcome

- Critically analyse and interpret research data using appropriate framework.

Assessment tasks

- Content Analysis
- Audience ethnography

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 outcome

- Acquire research skills by employing quantitative and qualitative media research methods.

Assessment tasks

- Content Analysis
- Audience ethnography

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 outcome

- Present written arguments in a coherent form and demonstrate skills in oral presentation.

Assessment tasks

- TV Game Show
- Content Analysis
- Audience ethnography

Changes from Previous Offering

The weekly unit readings and topics have been revised, including the addition of readings on convergence media.

Guest Lectures will be offered in Reporting Conflict (wk 5) and Indigenous and Community TV (week 11)