MECO316

Media Ethics

S2 Day 2019

Department of Media, Music, Communication and Cultural Studies

Contents

General Information

Unit convenor and teaching staff
Senior Lecturer
Theresa Senft
theresa.senft@mq.edu.au
Contact via Email
10 Hadenfeld Ave Room 147
Please make appointment by email

Tutor
Clementine Vanderkwast
clementine.vanderkwast@mq.edu.au
Contact via email preferred

Credit points
3

Prerequisites

Corequisites
3cp in MAS or MECO or MMCS units at 300 level

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)

Respond creatively to the argument, "We are all brands, now." (Capstone component)

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

Appreciate how media-driven case studies can be used to illustrate ethical theories, and to complicate them.

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

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.

- To help with assessments, examples of relevant and related assessment tasks will be made available on iLearn and will be discussed in tutorials.

- 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
Student Autobio Project	50%	No	Friday, Week 5 @ 11:59 pm
Provocation Presentation	40%	No	In class, Weeks 4-11
Short Reflection/Response	10%	No	Week 13, Friday 11:59 pm

Student Autobio Project

Due: **Friday, Week 5 @ 11:59 pm**
Weighting: **50%**

Purpose: This is a "capstone" task, designed to assess

- your ability to communicate a clear and compelling narrative to others about your time spent as a Macquarie student, including how you envision your professional future; and
- your capacity to creatively express your identity, values, and priorities as a citizen of the world.

Task: 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. The first day of class, you will be given a list of questions to address in your response. Some questions will require you to talk about ideas and arguments that have moved you in your time at Macquarie. Some questions will require you to speak about creative training and/or experience beyond the classroom. Some questions will require you to discuss individuals and organizations that inspire you, as you create, circulate, and consume media. Still other questions will be about future aspirations, plans, and desires.

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, clarity and cohesion: 20 points *What we will look for: A project that addresses all the required elements; that doesn't stray from the brief or meander too much; that moves from section to section in a way that feels sensible to the reader/viewer --i.e. a narrative that feels like it is heading in an intentionally thought out direction.*

Presentation & Contextualization of Identity & Values : 20 points *What we will look for: Clear and developed discussions of ideas, materials, experiences and professionals that inspire; obvious depth of engagement that goes beyond "listing" quotes, jobs, and influences; a compelling sense of the student's ethical stakes in their life--i.e. evidence of sincere attempts by the student to communicate what matters to them n their world, and why.*

Creativity : 10 points *What we will look for: evidence that the student is pushing themselves to go beyond ordinary approaches to this project. Creativity might be conveyed through choice of an unconventional format; it could show up as an unexpectedly fresh reading of an argument or image; it could be the result of a narrative that takes unexpected turn; etc.*

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)

- Respond creatively to the argument, "We are all brands, now." (Capstone component)

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

Provocation Presentation

Due: **In class, Weeks 4-11**
Weighting: **40%**

Task

Once this semester, you will be responsible for giving a five minute "provocation presentation" to your classmates, based on a particular week's reading. In this presentation, you will be expected to

- teach your peers **ONE concept or argument** of your choosing from that week's reading/

lecture;

- introduce a media-related case that **illustrates** the concept or argument for your peers

- introduce a media-related case that in some way **complicates** the concept or argument

- craft a question designed to *provoke class conversation*

Presentation Format:

- Presentations are timed, and strictly limited to 5 minutes maximum (excluding class conversation.)

- Students should include 10-15 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 scale of 40 points, as follows :

- Depth of **conceptual understanding**: (10 points) Evidenced through explanation of concept, and application of illustrative case study (

- Depth of **conceptual analysis** (10 points) Evidenced through engagement with literature, and application of concept to complicating case study

- Presentation **clarity, organization, and illustration** (10 points) Evidenced through presentation of words and images on slide deck, coupled with in-class delivery of information to class

- Presentation f**reshness and originality** (10 points) Evidenced through unexpected student choices made with regard to concepts or cases presented, quotes or arguments considered, supporting material shown, mode of address , or questions posed to class .

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 cases, 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.
- Appreciate how media-driven case studies can be used to illustrate ethical theories, and to complicate them.
- Communicate about media ethics in a way that that encourages group learning, deliberation and discussion.

Short Reflection/Response

Due: **Week 13, Friday 11:59 pm**
Weighting: **10%**

Purpose:

This is a "capstone" task, designed to assess your ability to (1) summarize and critically reflect on in-class conversations held this semester; and (2) engage in creative acts of "intellectual generosity" toward classmates.

Task:

For this assessment, you are to write a short reflection (between 200-500 words) that engages with ONE specific student presentation you heard this semester. You can chose any presentation, but it needs to be one that moved you in some way intellectually, emotionally, and/ or creatively. In class, you will be given a series of questions and a template to guide your thinking as you craft your response.

You will also be given suggestions for ways creative ways to compose it. One suggestion will be to write it as a letter to the student in question, and then discuss in your response whether or not you would ever share your letter with them, and why (or why not.) Another suggestion will be supplement your written reflection with images or sound. **Submission:** Reflections should be submitted in PDF format. If you are including images, these should be embedded in your document. If you are including sound, you should include a link you wish played while we read your document.

Grading Criteria:

You will be graded on a scale of 10 for this project, as follows:

Clarity of communication (5 points)

Questions we will ask: Could someone not in our class understand the things being referenced in this document? Are we clear about what precisely moved this student, how, and why? Does the narrative in this document have an orderly flow?

Depth of engagement (5 points)

Questions we will ask: Does this narrative seem to reflect a sincere reflection about something that happened this semester, or does it feel like it was put together to "check off a box" on an assessment? Was there anything that impressed us in this reflection with regard to articulation of sentiment, narrative construction, format choice , illustrations, or something else?

On successful completion you will be able to:

- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.
- Appreciate how media-driven case studies can be used to illustrate ethical theories, and to complicate them.
- Communicate about media ethics in a way that that encourages group learning, deliberation and discussion.

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.

Attendance Expectations

- Students are expected to attend (or, if the streaming option is selected, watch online) all lectures for this unit. Lectures are not optional: they deliver important content and are a central component of meeting the learning outcomes in this unit. Students who elect to

not attend/watch lectures will miss out on unit content, and do so at their own risk.

- Students are expected to attend all tutorials for this unit. Tutorials are not optional: they deliver important content and are a central component of meeting the learning outcomes in this unit. Students who elect to not attend tutorials will miss out on unit content, and do so at their own risk.

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.

Feedback Feedback in this unit is available in multiple forms.

- For points of relevance to the whole class, informal feedback will be given through the 'announcement' function in iLearn.
- For individual student questions related to unit activities, email communication will be used.
- For in-person consultations, students will be able to book appointments with Terri.
- For assessment feedback, students will receive numerical scores corresponding to a detailed rubric, attached to assignments marked in Turnitin.

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). 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). 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).

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 or if you are a Global MBA student contact 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) 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

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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)
- Appreciate how media-driven case studies can be used to illustrate ethical theories, and to complicate them.
- Communicate about media ethics in a way that that encourages group learning, deliberation and discussion.

Assessment tasks

- Student Autobio Project
- Provocation Presentation
- Short Reflection/Response

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

- Respond creatively to the argument, "We are all brands, now." (Capstone component)
- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.
- Appreciate how media-driven case studies can be used to illustrate ethical theories, and to complicate them.

Assessment tasks

- Student Autobio Project
- Provocation Presentation

- Short Reflection/Response

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 task

- Student Autobio Project

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.
- Appreciate how media-driven case studies can be used to illustrate ethical theories, and to complicate them.

Assessment task

- Provocation Presentation

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)
- Respond creatively to the argument, "We are all brands, now." (Capstone component)
- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.
- Appreciate how media-driven case studies can be used to illustrate ethical theories, and to complicate them.

Assessment task

- Provocation Presentation

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.
- Appreciate how media-driven case studies can be used to illustrate ethical theories, and to complicate them.
- Communicate about media ethics in a way that that encourages group learning, deliberation and discussion.

Assessment task

- Provocation Presentation

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)
- Respond creatively to the argument, "We are all brands, now." (Capstone component)
- Appreciate how media-driven case studies can be used to illustrate ethical theories, and to complicate them.
- Communicate about media ethics in a way that that encourages group learning, deliberation and discussion.

Assessment tasks

- Student Autobio Project
- Provocation Presentation
- Short Reflection/Response

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.
- Appreciate how media-driven case studies can be used to illustrate ethical theories, and to complicate them.
- Communicate about media ethics in a way that that encourages group learning, deliberation and discussion.

Assessment tasks

- Provocation Presentation
- Short Reflection/Response

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

- Respond creatively to the argument, "We are all brands, now." (Capstone component)
- Understand and interpret contemporary ethical debates around global media production, consumption, distribution, and re-circulation.
- Appreciate how media-driven case studies can be used to illustrate ethical theories, and to complicate them.

Assessment tasks

- Provocation Presentation
- Short Reflection/Response

Changes since First Published

Date	Description
15/ 07/ 2019	Changes made to assessment due date time Changes made to "feedback" section, to comply with MQ standards. Changes made to "attendance" section, to comply with MQ standards.