



MAS 206

Radio Production

S1 Day 2019

Department of Media, Music, Communication and Cultural Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor, Lecturer, Tutor

Helen Wolfenden

helen.wolfenden@mq.edu.au

Contact via helen.wolfenden@mq.edu.au

10 HA, 193E

By appointment or see iLearn for drop in hours.

Radio Facilities Manager and Technical demonstrator

Peter Ring

peter.ring@mq.edu.au

Contact via (02) 9850 2171

10 HA, TBC

Arrange by appointment

Tutor

Terry Pelarek

fereydoun.pelarek@students.mq.edu.au

Contact via fereydoun.pelarek@students.mq.edu.au

NA

Arrange by appointment

Credit points

3

Prerequisites

12cp at 100 level or above including 6cp in MAS units at 100 level

Corequisites

Co-badged status

Unit description

This unit introduces students to the radio broadcasting industry, practice and ethics, and has a large practical component in radio production. Students gain a broad understanding of core principles and practices of radio program making and digital sound production, with attention to public, commercial and community radio forms. The unit also introduces students to the expanding realm of online/web radios, streaming, podcast and other audio rich forms proliferating on the internet. The lecture program covers theories and issues relating to this rapidly changing medium: its diverse forms and organisation; powerful inter-relationships with listeners and society; and historical developments. Regular listening and analysis of radio programs and programming is a feature of the unit. The workshop component concentrates on the techniques and skills of recording and producing pre-recorded sound items and comprises hands-on production classes using digital facilities and equipment. Practical and critical skills of interviewing, scriptwriting, story research, construction and presentation are developed. This unit aims to produce creative outcomes specifically targeted to actual broadcasting stations, including Sydney community station, 2SER.

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 critical and conceptual skills in radio production, and research capability.

Demonstrate a range of communication and expression skills.

Demonstrate a range of operational, technical and media industry/journalistic skills related in particular to audio/radio production and program making.

Evaluate critically creative and professional media practice, with an emphasis on production of radio industry audio content.

Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

General Assessment Information

Assessment Standards

All assessments of assignments make use of Unit standards for grading: for example rubrics provide guidance to tutors and the Convenor in combination with other assessment tools.

Rubrics are provided on iLearn for this Unit. Assessment standards in this unit also align with the University's grade descriptors, available at: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment>

Submission instructions for all three assignments:

Your assignment should be submitted to the Dropbox on ISIS in the Server for your specific class with written documentation submitted via Turnitin link on iLearn. All audio programs: submit to DAWS (Digital Audio Workstations) Dropbox/ISIS system as above. At Log In you will have access to your own folder (storage) which must be used for Saving and Backing up your Audio projects. Access to all three Assignment Dropboxes (Folders) will be on the Server. Available on the Server also: a video showing how to submit assignments. Check with Radio Facilities Manager Peter Ring for any changes, or if the system is not accessible for any reason.

Assessment rubrics (available on iLearn) should be combined with information in this Unit Guide to better inform you about the grading of tasks and assessment in this unit.

Note: Cue Sheets (*max 1 page*); Reflections (*where applicable: 1.5 spacing; 11-12 pt Times New Roman font*).

Late assignments

As per Arts Faculty Guidelines: late assignments will lose marks on a 2% per day basis. 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.

Lectures are important in this unit, and it is expected that students attend. Audio programs will form part of these, and this audio is covered by copyright agreements, these cannot always be included in Echo Lectures or on the downloadable Powerpoint slide show. Students who miss more than two (3) lectures without adequate reason (in writing), or workshops (or consistently come late &/or leave early) will receive a Fail for their participation mark. Please email the tutor or contact them via iLearn if you have legitimate concerns regarding your absences of Lectures or Tutes. If you have timetable clashes for the lecture, or other reasons why you cannot attend, kindly contact the Convenor, Dr Virginia Madsen.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---------------------------------|-----------|--------|------------|
| <u>Vox Pop</u> | 20% | No | Week 6 |
| <u>Interview Portrait</u> | 20% | No | Week 8 |
| <u>Radio or Podcast Feature</u> | 45% | No | Week 13 |
| <u>Participation</u> | 15% | No | Continuous |

Vox Pop

Due: **Week 6**

Weighting: **20%**

This assessment requires you to **record and edit a vox pop**. You will need to come up with a

relevant and/or topical question and then record responses from members of the public (you cannot record classmates or other people you know). You will then assemble (edit) those responses together to make an engaging piece of audio – the vox pop. You will also need to submit a cue (or intro) that the presenter of the program would read if s/he were playing your vox pop on air.

This is an individual assessment but for reassurance and safety, you may record your audio with a fellow classmate.

The assessment has been designed to assist you with developing skills in designing questions, interviewing, writing a cue (or intro), field recording and audio editing.

Assessment Criteria

The marking for this assessment will consider: research and content, presentation and technical skills. The emphasis is on your creative skills in asking appropriate questions, gathering a diversity of responses and combining those to create engaging content, rather than your technical proficiency. This allows some space for you to build your technical skills as you progress through the unit.

NOTE: Bookings for recorders will close three weekdays (Monday to Friday) before the assessment deadline. This means that the last day you will be able to book a recorder for this assessment will be **Wednesday 27 March, 2019**. If you have exceptional circumstances which you think justify the loan of a recorder after this date, you will need to email your tutor and make a case for access. Please avoid this if at all possible.

Submission

Audio – Due Monday 1 April, 2019 – 9.59am

Submit audio via Workstation DropBox BEFORE the week 6 lecture. Submissions made during the lecture will be considered late submissions.

1.30-2 minute individually edited vox pop

Documentation – Due Monday 1 April 2019 – 11.59pm

Submit to Turnitin via iLearn.

Cue

Self-assessment via the rubric

On successful completion you will be able to:

- Demonstrate a range of communication and expression skills.
- Demonstrate a range of operational, technical and media industry/journalistic skills related in particular to audio/radio production and program making.
- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

Interview Portrait

Due: **Week 8**

Weighting: **20%**

For this assessment you will choose someone to interview and record. You'll then edit and shape your interview into a profile or 'portrait' of that person. Think about how you might 'capture' your interviewee with the microphone.

This is not just about extracting information. Your subject can be: 'a character', an expert, a personality, a person you know with a story to tell or a person whose life is revealing in some way. There are no restrictions on age, ethnicity, gender, cultural/social background. They can be old, young, shy, gregarious; have the most unusual job in Australia or one we think we know well, but don't. Make your choice, and then organise a time and location to record.

Location recording presents opportunities for 'sound portraiture', so consider the location for your recording as carefully as your subject. Make sure you record some 'atmosphere' or 'actuality' of their home or workplace or any other location you've chosen. When you arrive, pay attention to the small details you can see and consider how the things you can see can add to your story. It may help to record notes into your recorder. If possible, capture ACTION. You could record your subject going about their daily activities or their job. Recording your meeting might be useful too. Think as creatively as possible.

When you come to edit your interview think about the most compelling audio you've managed to record. This will often be the piece with the most emotion. Consider putting this at the beginning of your piece to draw the listener in. Think about how to best piece together the sequence of the story to make it compelling, and ideally surprising, for the listener. Don't assume the sequence of questions and responses you have recorded is the structure the edit has to take. You'll likely need to record and include narration to link the pieces of 'tape' together.

Audio stories can bring us voices we've never heard, or stories overlooked in our fascination with fame, experts and celebrity. Don't talk too much yourself and make sure you LISTEN. (Interviewing is as much an exercise in listening as it is in talking.)

You will need to include a cue and your final script for the documentation component of this assignment. You don't need to fully transcribe your interviewee's responses although you may have chosen to do this as part of a paper edit. If not, just include your script as you've used it to assemble your audio (your narration and your questions).

Assessment Criteria

Programs will be judged on the interest of the subject/content, how well they communicated through choice of actuality sound and voiced presentation, and on demonstrated technical competency. The technical weighting of this assessment task will still be relatively low as this is still an early assessment task using portable audio equipment and audio editing software.

NOTE: Bookings for recorders will close three weekdays (Monday to Friday) before the assessment deadline. This means that the last day you will be able to book a recorder for this assessment will be **Wednesday 24 April, 2019**. If you have exceptional circumstances which

you think justify the loan of a recorder after this date, you will need to email your tutor and make a case for access. Please avoid this if at all possible.

Submission

Audio – Due Monday 29 April, 2019 – 9.59am

Submit audio via Workstation DropBox BEFORE the week 8 lecture. Submissions made during the lecture will be considered late submissions.

4-5 minute edited interview

Documentation – Due Monday 29 April 2019 – 11.59pm

Submit to Turnitin via iLearn.

Cue

Script

Self-assessment via the rubric

On successful completion you will be able to:

- Demonstrate critical and conceptual skills in radio production, and research capability.
- Demonstrate a range of communication and expression skills.
- Demonstrate a range of operational, technical and media industry/journalistic skills related in particular to audio/radio production and program making.

Radio or Podcast Feature

Due: **Week 13**

Weighting: **45%**

For this assignment, you will work in pairs to research and produce a short (6-7 minutes) radio feature or podcast episode. *This American Life* is a model program with examples of the kinds of stories and approach. You should include **more than one edited interview**. Consider a variety voices, narration and other sounds (music, effects, original actuality recordings). Interviews and narration can be recorded on the portable recorder and then edited with well-chosen music, sound effects, audio 'beds', or actuality to create a feature on a specific topic, theme, person/s or that tells a story. The feature is designed to be suitable for broadcast on a community radio station or as part of a podcast series.

This assessment requires you to demonstrate competence with story selection, editorial judgement, interviewing, microphone technique, recording, editing, and mixing and thinking radiophonically.

Assessment Criteria

Programs will be judged on the level of technical skills demonstrated (you should aim for broadcast quality) and well as their creative/journalistic application to the content and presentation of the subject as rendered in sound. There will be a higher weighting for the

technical aspects of this assessment than for the previous two, but the creative ideas remain the focus.

While you will work in pairs, your individual contribution to the team is assessed independently. You will document the role you played and the elements of the final product that you contributed in an accompanying **800-word Reflection**. Your individual contribution will make up 50% of the mark, and the other 50% will be a team mark for the produced program you submit.

Your Reflection should begin with a brief summary of your topic and your aims for the program/podcast. Include some detail about how and why you pursued the treatment you did and a timeline for your pre-production, production and edit. Consider areas of strength and weakness and how you might develop strengths and improve on weaknesses, as well as any other important learning. It is useful to provide an overview scripts you wrote, the interviews you conducted and your contribution to the edit, to assist your Tutor to recognise your individual and team contribution. You may attach appendixes.

To conclude your Reflection, consider where you think your piece could be programmed, podcast or presented. Examples include: a magazine program on 2SER, Triple J's Hack, a specialist podcast series you have identified, or another suitable venue.

The best features may be offered (with your permission) to our community radio station 2SER, or you can approach other community broadcasters for possible programming. This helps you to build up your portfolio of creative and journalistic work.

NOTE: Bookings for recorders will close three weekdays (Monday to Friday) before the assessment deadline. This means that the last day you will be able to book a recorder for this assessment will be **Wednesday 29 May, 2019**. If you have exceptional circumstances which you think justify the loan of a recorder after this date, you will need to email your tutor and make a case for access. Please avoid this if at all possible.

Submission

Audio – Due Monday 3 June, 2019 – 9.59am

Submit audio via Workstation DropBox BEFORE the week 13 lecture. Submissions made during the lecture will be considered late submissions.

6-7 minute feature

Documentation – Due Monday 3 June 2019 – 11.59pm

Submit to Turnitin via iLearn.

Cue Sheet

Script

Reflection 800 words

Self-assessment via the rubric

On successful completion you will be able to:

- Demonstrate critical and conceptual skills in radio production, and research capability.
- Demonstrate a range of communication and expression skills.
- Demonstrate a range of operational, technical and media industry/journalistic skills related in particular to audio/radio production and program making.
- Evaluate critically creative and professional media practice, with an emphasis on production of radio industry audio content.
- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

Participation

Due: **Continuous**

Weighting: **15%**

Listening, reading and timely preparation of your assessments is crucial to this course. You will see in the Unit Schedule that there are set readings and listenings as well as tasks you should be completing to ensure you use your time effectively in the completion of the assessments. Please ensure you regularly check the Unit Schedule as the required readings and listenings will likely be updated and added to as the unit progresses. You will also be expected to do your own listening and to discuss this in addition to the set listenings/readings and your assessment progress in the tutorials.

Lecture attendance, participation in tutorial discussions based on the listenings/readings and completion of the recommended steps for assessment will be assessed each week by your tutor and will contribute to your participation mark, as does active involvement in technical workshops and the on-time return and respectful use of recording equipment.

On successful completion you will be able to:

- Demonstrate critical and conceptual skills in radio production, and research capability.
- Demonstrate a range of communication and expression skills.
- Evaluate critically creative and professional media practice, with an emphasis on production of radio industry audio content.

Delivery and Resources

This Unit uses Lectures and Workshop/Tutorials.

Please Note: Tutorials/Workshops commence in Week 2. Lectures commence in Week 1. Please attend all classes.

Technical Assistance and Demonstrations are given in Tutorial/Workshops and students need to be able to attend these throughout the semester. The Radio Facilities Manager, Peter Ring, will be assisting with this instruction.

REQUIRED READING

A selection of readings on radio (historical aspects, forms, specialist skills etc), are allocated to each week and detailed in the Unit Schedule (see iLearn). Readings are accessed via **Leganto** <http://libguides.mq.edu.au/leganto>

NOTE that you MUST access Leganto via the block in iLearn in the first instance. This is how the system verifies you as a student in this unit.

REQUIRED EQUIPMENT

One set of **good quality** closed or semi-closed **headphones** (for hygiene reasons these are compulsory for each student).

At least one **portable memory device** to use to take home/transfer audio and audio projects.

RECOMMENDED READING

(most of these are available in the Macquarie University library)

Abel, Jessica. Out on the wire: the storytelling secrets of the new masters of radio with foreword by Ira Glass. New York 2015.

Alten, Stanley. Audio in Media, Tenth Edition, Wadsworth, Boston: 2014 (in library)

Barkho, Leon. From Theory to Practice: How to assess and apply impartiality in news and current affairs. Uni of Chicago Press: 2013

Barnard, Stephen. Studying Radio. New York: 2000

Beaman, Jim. Programme making for radio. London & NY: 2006

Beaman, Jim. Interviewing for Radio, 2nd Ed. Palgrave Macmillan: 2011

Biewen, John & Dilworth, Alexa. Reality Radio - Telling True Stories in Sound, Duke University Press: 2010

Chantler, Paul & Stewart, Peter. Basic Radio Journalism: 2003

Chignell, Hugh. Public Issue Radio: Talks, News and Current Affairs in the Twentieth Century, Basingstoke, Palgrave Macmillan: 2011

Crisell, Andrew & Guy Starkey. Radio Journalism, London: 2009

Crisell, Andrew. Ed. Radio (3 Vols). London: 2009

Cunningham, Stuart & Turnbull, Sue. The Media and Communications in Australia, 4th Ed. Allen & Unwin: 2014

Dubber, Andrew. Radio in the Digital Age, London NY, Polity: 2013

Fleming, Carole. The Radio Handbook. London: 2010

Frangi, Anthony. Radio Toolbox: Everything you need to get started in broadcasting in the Digital

Age. Macmillan Education, Australia: 2012

Gordon, Janey. Community Radio in the Twenty-first century, Peter Lang: UK 2012

Griffen-Foley, Bridget. Changing Stations: The Story of Australian Commercial Radio: 2009

Hausman, Carl et al. Modern Radio Production. Production, Programming, and Performance. Belmont CA: 2006

Hendy, David. Radio in the Global Age. Cambridge: 2000

Jukes, S. McDonald K. Starkey, G. Understanding Broadcast Journalism, Routledge, 2018 (on order)

Keith, Michael. The Radio Station. London: Focal Press, 2000

Kern, Jonathon. Sound Reporting: the NPR Guide to Audio Journalism & Production. Chicago & London: Uni of Chicago Press, 2008.

Kramer, Mark & Wendy Call (Eds). Telling True Stories, NY: 2007

McLeish, Robert. Radio Production, 4th Edition, Oxford: 1999

Loviglio, Jason & Hilmes, Michele. Radio's New Wave: Global sound in the digital era, Routledge: 2013

Mundy, John & White, Glyn. Laughing matters : understanding film, television and radio comedy. Manchester Uni Press: 2012

Patching, Roger & Hirst, Martin. Journalism Ethics: Arguments and cases for the twenty-first century: Macmillan 2013

Phillips, Gail and Mia Lindgren. Australian Broadcast Journalism. South Melbourne: 2013. (available in Co Op Bookshop & library)

Shingler & Wieringa. On Air: Methods & Meanings of Radio. London: 1998

Squier, Susan. Ed. Communities of the air. London: 2003

Starkey, Guy. Radio in context. London: 2004

Street Sean. The Poetry of Radio. The Colour of Sound, Routledge: 2013

Talbot-Smith, Michael. Sound Assistance. London: 1999

Winer, Ethan. Audio Expert: Everything you need to know about audio. Taylor and Francis: 2012 [electronic resource]

Radio stations/programs, and audio sites of interest online which include examples of feature and interview content.

American Public Media Reports <https://www.apmreports.org>

Australian Broadcasting Corporation <https://www.abc.net.au>

ABC Editorial Policies <https://edpols.abc.net.au>

ABC Pronunciation Guide <https://www2b.c0.abc.net.au/abcppronunciation-external/>

ABC RN Features (extracted from across programming) <https://www.abc.net.au/radionational/features/>

ABC Radio Eye (features and docs, now as an archive) <https://www.abc.net.au/radionational/programs/archived/radioeye/>

ABC RN 360 Documentaries (ABC features and documentaries program - 2014/archived) <https://www.abc.net.au/radionational/programs/360/>

ABC RN Earshot (documentaries, lot of freelancer stuff here) <https://www.abc.net.au/radionational/programs/earshot/>

ABC Triple J <https://www.abc.net.au/triplej/programs/>

ABC Triple J (national current affairs/interviews/features program for young people) <https://www.abc.net.au/triplej/programs/hack/>

ABC Correspondents Report <https://www.abc.net.au/radio/programs/correspondentsreport/>

ABC RN <https://www.abc.net.au/radionational/>

ABC Radio Sydney <https://www.abc.net.au/radio/sydney/>

Australian Communications and Media Authority <https://www.acma.gov.au>

BBC (UK) Audio <https://www.bbc.co.uk/sounds>

ABC Newsradio <https://www.abc.net.au/newsradio/>

Radio LaB (University of Bedfordshire community radio station) <https://www.studentradio.org.uk/stations/radio-lab-97-1/>

Commercial Radio Australia <http://www.commercialradio.com.au>

Community Broadcasters Association <https://www.cbaa.org.au>

Community Media Forum Europe <http://www.amarceurope.eu/tag/cmfe/>

Download This Show (popular podcast on latest technology) <https://www.abc.net.au/radionational/programs/downloadthisshow/>

2GB <https://www.2gb.com>

NOVA 96.9 <https://www.nova969.com.au/nova969>

National Public Radio (USA) <https://www.npr.org>

NPR Next Generations (helpful NPR training resource) <https://nextgenerationradio.org>

Third Coast Radio Festival (a showcase of diverse audio) <https://www.thirdcoastfestival.org>

Radio Lab (groundbreaking American radio show about big ideas) <https://www.wnycstudios.org/shows/radiolab>

Radio-Locator <https://radio-locator.com>

Radioinfo (subscribe to keep in touch with latest jobs etc in Australia) <https://www.radioinfo.com.au>

ABC Radio Australia <https://www.abc.net.au/radio-australia/>

Resonance FM <https://www.resonancefm.com>

****Story Corps Sound Portraits** <https://storycorps.org>

SBS Radio <https://www.sbs.com.au/radio/>

2SER <https://2ser.com>

****Serial** (2014 cult American podcast based on a crime investigation and attracting huge audiences and an international following) <https://serialpodcast.org>

Sirius Satellite Radio <https://www.siriusxm.com>

The Truth Podcast (radio movies, radio drama) <http://www.thetruthpodcast.com>

ABC Australia: The World Today <https://www.abc.net.au/radio/programs/worldtoday/>

****This American Life show** <https://www.thisamericanlife.org>

****Transom** (showcase for new public radio (*very useful to students, highly recommended!*) <https://transom.org>

UBU Web radio http://www.ubu.com/sound/radio_radio/index.html

Macquarie Sports Radio (formerly 2UE) <https://www.sportsradio.com.au>

UN Radio <https://news.un.org/en/audio-hub>

USA Public radio *Hearing Voices* <https://hearingvoices.com>

The Wire (community radio: current affairs, broadcast from 2Ser) <http://thewire.org.au>

WNYC New York public radio station <https://www.wnyc.org>

World Radio Network <https://www.wrn.com>

Unit Schedule

See iLearn for most up to date Schedule for lectures and Tutorials/Lab Workshops

Learning and Teaching Activities

Interviewing demonstrated

Listening to interviews and preparing/conducting interviews for radio program and broadcast contexts or other appropriate online contexts

Audio program construction and editing

Using audio editing software demonstrations and workshops which allow students to edit and mix audio programs

Script writing for radio and podcasting

Practice and review of radio/podcast scripts and links

Voice presentation skills workshops

Studio and class workshops using microphones, and exploring voiced speech for audio media presentation

Lectures and Tutorial Discussion

On various aspects of radio and podcasting

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 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

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments/media_music_communication_and_cultural_studies/

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

Information is correct at the time of publication

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) 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

- Demonstrate critical and conceptual skills in radio production, and research capability.
- Demonstrate a range of communication and expression skills.
- Demonstrate a range of operational, technical and media industry/journalistic skills related in particular to audio/radio production and program making.
- Evaluate critically creative and professional media practice, with an emphasis on production of radio industry audio content.
- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

Assessment tasks

- Interview Portrait
- Radio or Podcast Feature

Learning and teaching activities

- Using audio editing software demonstrations and workshops which allow students to edit and mix audio programs
- Practice and review of radio/podcast scripts and links
- On various aspects of radio and podcasting

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

- Demonstrate critical and conceptual skills in radio production, and research capability.
- Demonstrate a range of communication and expression skills.
- Demonstrate a range of operational, technical and media industry/journalistic skills related in particular to audio/radio production and program making.
- Evaluate critically creative and professional media practice, with an emphasis on production of radio industry audio content.

- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

Assessment tasks

- Vox Pop
- Radio or Podcast Feature

Learning and teaching activities

- Listening to interviews and preparing/conducting interviews for radio program and broadcast contexts or other appropriate online contexts
- Using audio editing software demonstrations and workshops which allow students to edit and mix audio programs
- Practice and review of radio/podcast scripts and links
- On various aspects of radio and podcasting

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Demonstrate critical and conceptual skills in radio production, and research capability.
- Demonstrate a range of communication and expression skills.
- Demonstrate a range of operational, technical and media industry/journalistic skills related in particular to audio/radio production and program making.
- Evaluate critically creative and professional media practice, with an emphasis on production of radio industry audio content.
- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

Assessment tasks

- Vox Pop
- Interview Portrait
- Radio or Podcast Feature
- Participation

Learning and teaching activities

- Using audio editing software demonstrations and workshops which allow students to edit and mix audio programs
- On various aspects of radio and podcasting

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:

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- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

Assessment tasks

- Vox Pop
- Interview Portrait
- Radio or Podcast Feature
- Participation

Learning and teaching activities

- Listening to interviews and preparing/conducting interviews for radio program and broadcast contexts or other appropriate online contexts
- Using audio editing software demonstrations and workshops which allow students to edit and mix audio programs
- Practice and review of radio/podcast scripts and links
- Studio and class workshops using microphones, and exploring voiced speech for audio media presentation
- On various aspects of radio and podcasting

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.

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Assessment tasks

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- Participation

Learning and teaching activities

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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.

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Learning and teaching activities

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- Practice and review of radio/podcast scripts and links
- On various aspects of radio and podcasting

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.

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and mix audio programs

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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 outcome

- Evaluate critically creative and professional media practice, with an emphasis on production of radio industry audio content.

Assessment tasks

- Vox Pop
- Radio or Podcast Feature

Learning and teaching activities

- On various aspects of radio and podcasting

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

- Evaluate critically creative and professional media practice, with an emphasis on production of radio industry audio content.
- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

Further Notes on Assessment

Examination

No exams are set for MAS206

Extensions and special consideration

As per Arts Faculty Guidelines: late assignments will lose marks on a 2% per day basis. 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.