



Course Code:	FND112
Course Name:	Media Studies
Semester:	Semester 1, 2017
Program:	Foundation Program
Credit Points:	10 credit points, 1 semester duration, elective course
Course Coordinator:	Nicki Jordan
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Teaching Team

Your teacher can be contacted via the email system on the portal.

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Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of classes. A list of times and rooms will be published on the Griffith College Portal under the "myTimetable" link.

Prerequisites

There are no prerequisites for this course.

Brief Course Description

This course will introduce students to the basic skills, practices and knowledge that inform the world of media. It teaches them to understand and critically analyse the features and functions of media texts in contemporary culture and will assist students to shift their own positioning from that of 'media consumer' to a more active and analytical role. Students will engage in discussion around new media forms and produce their own folio of creative media work that is reflective of the ideas presented within the course.

Rationale

This unit will prepare students for studies in Media and Communications at tertiary level.

After an introductory week that focuses specifically on students' lived experiences of media and expectations of the study of media, the course is divided into three topical units:

UNIT 1: Reinventing Traditional Media

This unit provides an overview of the rapidly growing and shifting media landscape with reference to the industries of television, radio and publishing.

UNIT 2: Creative Cultures

This portion of the course will examine the potential for creative exploration and cultural engagement by examining artistic media forms such as filmmaking, advertising and design.

UNIT 3: Virtual Community

This unit will explore the contemporary phenomenon of social media and the role of online communities in advancing social dialogue and effecting change.

Aims

The course aims to establish a set of knowledge and skills in the study of media. It teaches students to critically think and to engage in debates about the shifting role of media in our homes and lives and futures. Students are expected to engage in discussion of new media forms using the tools of new media, including blogging and commenting on social media platforms.

Learning Outcomes

Upon successful completion of this course students will be able to:

1. Demonstrate an understanding of the features and functions of a range of media texts.
2. Communicate information, ideas and opinions about media texts effectively and appropriately.
3. Creatively and critically respond to media texts using the tools of new media.
4. Investigate and analyse the differences between traditional and new media forms.
5. Undertake independent research regarding media texts, tools and campaigns.
6. Produce an individual media project that engages with the concepts raised in the course.
7. Review and reflect on the process of composing an individual creative media work.
8. Contribute as an engaged and influential member of a learning community.

The course has integrated blended learning and consultation time with teaching staff to ensure that students are well prepared for the learning environments they will encounter at University. There are many opportunities to discuss contemporary media as it appears and to develop problem solving skills.

Texts and Supporting Materials

Required Text:

Communication, Digital Media and Everyday Life by Tony Chalkley, Mitchell Hobbs, Adam Brown, Toija Cinque, Brad Warren and Mark Finn, published by Oxford University Press, 2015.

Students will be able to access additional readings via the Griffith College Student Portal. When instructed, these readings should be downloaded before class and brought to class.

A reader may also be made available for students in certain lessons. Should you wish to borrow or copy texts from the given reader, or take the reader home with you, please consult your teacher.

Organisation and Teaching Strategies

Contact hours

The expected contact hours per week for this course comprises of:

Formal classes	Formal Homework	Online Learning	Supervised Consultation	Total
4 hours	4 hours	1 hour	1 hour	10 hours

Class Contact Summary

Formal classes: You are expected to read your text book and the lecture notes plus attempt any exercises before class so that each week you can actively contribute to your learning and the learning of others in your class. You are expected to ask and answer questions and to initiate discussions and stimulate debate in group and class situations.

Formal Homework: You are expected to complete four hours of relevant homework per week outside of the classroom environment. The workload may include:

- Completing assessment items
- Collating resources for your media folio
- Practicing media production skills
- Posting, discussing and responding to online articles and videos in the course Facebook group
- Contributing content to the course glossary on the Griffith Portal

Online Learning: You are expected to engage in at least one hour per week of online activities that will help your learning and fulfil the course objectives.

Supervised Consultation: Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes.

Attendance:

Your attendance in class will be marked twice during a four-hour class. To receive full attendance, you must be present in the classroom on both occasions. Therefore, you are encouraged to participate in all class sessions.

Participation in Class:

It is extremely important that you seek to actively participate in all classes throughout the semester. Opportunities to self-correct your work will be available and will aid your learning over the course of the semester.

Consultation Time:

Consultation time is offered on a weekly basis. Please refer to the student portal or your teacher for details.

Independent Learning:

Throughout this course you will be encouraged to take personal responsibility for managing your own learning and your own time. Independent study requires that you spend time outside classes and formal homework time engaged in research necessary to complete your assignments. Research includes reading the required textbooks and media articles using library and internet facilities. This independent learning will also involve reading course materials and preparing for classes. There will be the opportunity to use online resources via the Griffith College portal in order to enhance your learning.

Program Progression:

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	<p>Introduction What is Media Studies? What will we do in this subject?</p>	<p>Activity: Group work to unpack ways of thinking about / experiences of / expectations of Media Studies.</p>	Chalkley, et. al; multiple
2	<p>From old to new media: Television</p> <p>This week is the first in a series of three weekly topics investigating the changing face of communication technologies. This week we will examine changes to the medium of television. We will examine how the television industry is attempting to ensure its survival alongside new media platforms.</p>	<p>Screening: Reality TV</p> <p>Activity: Group activities and discussion in response to television clips showed in class.</p>	Chalkley, et. al; multiple
3	<p>From old to new media: Radio</p> <p>This week will examine the role of radio in contemporary culture. We will examine the changing face of radio as it adapts to new technologies, including online streaming and podcasts.</p>	<p>Podcast: Public radio</p> <p>Activity: Students will listen to a podcast and discuss the role of radio in continuing storytelling practices.</p>	Chalkley, et. al; multiple
4	<p>From old to new media: Publishing</p> <p>This week we will look at the current crisis facing the news media industry.</p> <p>We will examine developments in book and magazine publishing and the rise of digital distribution.</p>	<p>Activity: Students will work in groups to analyse news spreads and book and magazine covers. We will discuss content, design choices and marketing messages.</p>	Chalkley, et. al; multiple
5	<p>Creative Culture: Art and design</p> <p>This week will explore the place of visual art and design in contemporary culture. Is 'real' art still possible?</p> <p>We will examine relevant issues such as copyright protection in an age where visual aesthetics, cultural products and designs can be copied and altered limitlessly.</p>	<p>Screening: Documentary</p> <p>Activity: Students will view a documentary film on the rise of digital design. They will individually create a Pinterest board with links to artworks that illustrate their understanding.</p> <ul style="list-style-type: none"> • Quiz 1 due 	Chalkley, et. al; multiple
6	<p>Creative Culture: Film, video and music</p> <p>This week we will examine the medium of filmmaking and the shift towards smaller screens, short-form content and online streaming.</p> <p>We will look at models of film production and how they have changed, and we will investigate the effects of internet piracy on the music and film industries.</p>	<p>Activity: Students will explore contemporary film culture, sharing news magazine articles about recent films and television shows for debate and discussion.</p> <ul style="list-style-type: none"> • News Magazine article due 	Chalkley, et. al; multiple

Week	Topic	Activity	Readings
7	<p>Creative Culture: Advertising, gaming and apps</p> <p>We will investigate new directions in advertising and 'viral' social media marketing.</p> <p>We will look at the culture and industry of video gaming and some of the issues that have arisen, as online gaming has become a global communication platform. We will also touch on application development as a modern media form.</p>	<p>Activity: Students will work in small groups to develop a concept for an advertising campaign, a video game or an original creativity-based app.</p> <ul style="list-style-type: none"> • Assessment check-in: Media Folio 	Chalkley, et. al; multiple
8	<p>Creative Media Project workshop</p> <p>This week we will discuss themes and production methods for the final assessment, the Creative Media Project.</p> <p>We will take a tour of effective and influential online video programming, from original webisode series to YouTube Vlogs.</p>	<p>Activity: Exploring Instagram, Snapchat, Vine, Vimeo and YouTube. Choosing a platform.</p> <ul style="list-style-type: none"> • Media Folio due 	Chalkley, et. al; multiple
9	<p>Virtual Community: Searching and sharing</p> <p>This week we will begin investigating social media and the ways in which our websites, apps and social media platforms enable us to connect to our own communities and to the greater world. We will also look at ways in which they might harm and alienate us as individuals and as a society.</p>	<p>Activity: Students will present their Creative Media Project concept as a short verbal pitch in a small group. The group will provide a) questions and b) resonance suggestions.</p> <ul style="list-style-type: none"> • Written Proposal for Creative Media Project due 	Chalkley, et. al; multiple
10	<p>Virtual community: Democracy and change</p> <p>This week we will look at the ways in which the Internet and social media enhance our prospects for democracy. We will examine the role of social media in publicising political wrongdoing, achieving gender equality and amplifying the voices of marginalised groups.</p>	<p>Screening: Documentary.</p> <p>Activity: Students will view a documentary film on the role of the Internet in advancing democracy. Group discussion and activities in response to the film.</p>	Chalkley, et. al; multiple
11	<p>Virtual community: Is mainstream media still necessary?</p> <p>This week we will explore the extent to which social media can take on the role of the mainstream media in breaking news and shaping public opinion.</p> <p>We will look at current events in the media landscape, including information leaks and the rise of 'fake news.'</p>	<p>Activity: Working in pairs to analyse an example of social media response to current events.</p> <p>Assessment check-in: A chance to get feedback on the work in progress and to check the video for copyright clearance and appropriate credits.</p> <ul style="list-style-type: none"> • Quiz 2 due 	Chalkley, et. al; multiple

Week	Topic	Activity	Readings
12	<p>Course Summary</p> <p>This week we will revisit and summarise the central ideas and issues explored in the course. We will talk about future study and career paths and how the study of media might positively impact these choices.</p>	<p>Activity: The Media Studies 2017 Film Festival.</p> <ul style="list-style-type: none"> • Creative Media Project due 	Chalkley, et. al; multiple

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	News Magazine article	15	1,2,3,4,5,7	Week 6
2	Media Folio	20	1,2,3,4,8	Week 8
3	Quizzes	20	1, 4	Weeks 5 and 11
4	Creative Media Proposal and Project	45	1-8	Weeks 9 and 12

Assessment Task Details

News Magazine article

Due: **Week 6**

Weighting: **15%**

Marked out of: **100**

Learning outcomes: **1,2,3,4,5,7**

Students will prepare a 400-500 word piece of persuasive writing for a news magazine style website (eg. Slate, Salon) which explores the role of media in today's society.

This assessment must be submitted through Turnitin. Step by step guidance for Turnitin submissions will be provided in class, and instructions have been provided on the Griffith College Portal. Late submissions will attract a penalty as described in the Assessment policy.

A marking rubric will be provided on the Griffith College Portal which will outline the marking criteria. Teaching staff will conduct sample marking at the commencement of the marking process to ensure that the criteria and standards are correctly and consistently applied.

Media Folio

Due: **Week 8**

Weighting: **20%**

Marked out of: **100**

Learning outcomes: 1,2,3,4,8

Students will produce a series of short original blog posts (400-500 words total). Students will be asked to incorporate examples of media discussed in class so far, and to collate and comment upon a variety of new media forms from across the Web. Students will repost and reflect upon relevant articles shared by teachers to the course Facebook group.

This assessment will be submitted in the form of a public blog on a platform selected by the student (Blogger, Tumblr or Wordpress), but students must also submit their original blog post text through Turnitin. A marking rubric will be provided on the Griffith College Portal which will outline the marking criteria.

Step by step guidance for Turnitin submissions will be provided in class, and instructions have been provided on the Griffith College Portal. Late submissions will attract a penalty as described in the Assessment policy.

Teaching staff will conduct sample marking at the commencement of the marking process to ensure that the criteria and standards are correctly and consistently applied.

Quizzes

Due: Weeks 5 and 11

Weighting: 20%

Marked out of: 100

Learning outcomes: 1,4

There will be two (2) online quizzes during the semester.

- They will each be worth 10% (2 = 20%) and will be taken during weeks 5 & 11
- They will be made up of True/False and multiple choice questions.
- The quizzes will be uploaded to the portal and taken online. Scores are automatically posted.

Quiz 1 (taken Week 5) will feature questions relevant to readings and lecture content from Weeks 1 - 4.

Quiz 2 (taken Week 11) will feature questions relevant to readings and lecture content from Weeks 5 – 10.

These quizzes will assess how well students have kept up with and, more importantly, understood content from lectures and readings during the semester.

Each quiz will be online and available to students during the entire week they are scheduled. This means that for Week 5 and Week 11, the quiz will be available at 00:01am Monday morning and taken down by Friday night 11:59 pm.

Students are advised to mark these quiz dates in their calendars. Teachers will also remind the class that the quiz weeks are coming up.

Each quiz will have 25 questions worth 2 points each. They are worth up to 50 points total each, with a highest possible total of 100 points for the two quizzes combined. The online quizzes will self-mark & upload grades automatically. Students will be given the score at the end of the quiz.

Both quizzes are taken online through via the Media Studies online portal.

Creative Media Project: Online Video

Due: Week 9 & 12

Weighting: 45%

Marked out of: 100

Learning outcomes: 1-8

For the creative media project (45%), students will need to create an original production using the medium of online video. Students will use their own available technologies including phone cameras, personal computers, webcams and apps. Each individual will need to select a topic from a set of approved topics provided by the lecturer; these topics will be based on ideas covered during the course. The video will need to demonstrate an understanding of the topic and a clear idea of the intended audience for the production.

A written proposal (15%) will be submitted in Week 9, which will need to outline the following details:

- Why online video is a relevant medium for this task
- A statement of how the selected topic relates to your learning in Media Studies
- A contention or line of argument that the project will take.

The proposal will also be supported by a collection of 'resonances' or inspiration materials posted on the student's blog throughout the semester. These materials can include graphics, photographs, videos, art, music or text. The student must comment when posting on why the resonance was chosen and which aspects the student hopes to incorporate into their own work.

The creative project must be uploaded to the student's blog and submitted via email in week 12 and will also be screened in class in Week 12. Further instructions and marking criteria for this assessment will be provided in class and on the Griffith College Portal.

Late submissions will attract a penalty as described in the Assessment policy.

Satisfactory completion of the course

To satisfactorily complete the course, you must achieve a minimum overall mark of 50%.

PLEASE NOTE: Assignments are required to be submitted to Turnitin. Detailed instructions and a Marking Guide will be provided during the semester. Late submissions will attract a penalty as described in the Assessment policy.

Internal moderation and benchmarking processes

All assessment will be set by teaching staff with a collaborative approach that includes peer review and approval by the appropriate Program Convenor. Significant pieces of assessment in the course are internally moderated in a collaborative manner by relevant teaching staff to ensure that the criteria and standards are correctly and consistently applied.

Specialist Facilities

Facilities and Resources	Specific Resources required
Indicate any specific facilities and resources required for delivery of this subject.	Web 2.0 tools, blogs, and other forms of online media
Indicate any specific learning resources required for this subject	Learning resources include: Portal materials
Indicate any specific IT or electronic learning resources required for this subject	Computer (internet), projector

Submission and Return of Assessment Items

Normally you will be able to access your results within fourteen [14] days of the due date for submission of the *assignment*.

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assessment item you must submit an 'Application for Extension of Assignment' form (with appropriate documentation attached) to your teacher via your student portal email at least 24 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication		Yes	Yes
Oral Communication		Yes	Yes
Information Literacy		Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self-directed Learning	Yes	Yes	Yes

Team Work	Yes	Yes	Yes
Cultural Intelligence	Yes	Yes	
English Language Proficiency		Yes	Yes

Additional Course Information

Learning Support

In addition to formal contact hours, you are provided with extra support through individual consultation with teaching staff, English language support, and self-access computer laboratories.

Griffith College is committed to providing additional academic assistance to students to maximise their opportunity to successfully complete units of study. Learning Advisors conduct regular workshops in skill areas essential to studies. These include: time management, goal setting, essay preparation, examination techniques, academic writing skills and maths. Further information on programs available can be accessed on the Griffith College 'Support' tab on the Portal (<http://studentsupport.griffithcollege.qld.edu.au/>) or by asking the Griffith College staff on reception.

Teacher and Course Evaluations

Student feedback is respected and valued by teachers and the College. Students are encouraged to provide their thoughts on the course and teaching, both positive and critical, directly to their teacher or by completing course and teacher evaluations.

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with completing this course.

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