



Course Code:	1702LHS
Course Name:	Genres of Journalism
Trimester:	Trimester 2, 2017
Program:	Diploma of Arts & Communication
Credit Points:	10
Course Coordinator:	Michael Smith
Document modified:	16 May 2016

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Michael Smith michael.smith@staff.griffithcollege.edu.au

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. 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

Genres of Journalism is a 10 Credit Point course situated within the first trimester of the Diploma of Arts and Communication. The Diploma of Arts and Communication is designed to provide students with a pathway to:

- * further university studies in the Arts, Media and Communication disciplines, or
- * direct employment.

This course introduces students to the principles of journalism in the context of current debates in and around the field of journalism. Within this course students will acquire an understanding of the possibilities and limitations in the work practices of journalism.

Rationale

Genres of Journalism enables the learner to develop foundational knowledge of a variety of ways that journalists and public relations professionals can use to communicate their messages and perspectives to others.

Aims

This course aims to introduce students to various types of journalism and sets out to make students aware of the need for journalists to adapt their writing style to suit the genre and medium. Its purpose is to show students the possibilities and limitations in the work practices of journalism, and the potential positive effects that journalism can have on society.

Learning Outcomes

When you have completed this subject you should be able to:

1. identify the different styles and genres of journalism and the skills required for each;
2. describe journalism's social function and institutional construction;
3. describe notions of journalistic ethics and judgment;
4. differentiate between the various journalistic styles required for reporting, interpretation, comment and analysis;

5. identify the news values inherent in any news item;
 6. identify your own biases and formulate your own approach to truth, honesty and objectivity.
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Texts and Supporting Materials

Highly Recommended (but not compulsory):

Bainbridge, J., Goc, N. & Tynan, L. 2015, Media and journalism: new approaches to theory and practice, Third edn, Oxford University Press, South Melbourne, Victoria.

Recommended Reading:

Breen, M, (ed). 1998. Journalism: Theory and Practice. Paddington, NSW: Macleay Press. Call No. PN4731. J685

IMPORTANT NOTE: A more comprehensive Recommended Reading List is available on the course website.

Organisation and Teaching Strategies

Weekly lectures will examine the history, role and context of journalism, and the issues surrounding the profession, as well as consider individual styles of journalism and issues pertaining to them.

Weekly tutorials follow the topic of each week's lecture, with in-class discussions, activities and exercises designed to allow you to more fully explore the issues and concepts introduced in the lecture. If you miss a tutorial it is your responsibility to catch up on content missed.

Basic lecture slides will be available on the course website (Griffith College's Student Portal); however notes cannot substitute for personal attendance where students can enjoy video excerpts, detailed course content, assessment tips and the opportunity to ask questions. Some tutorial activities are also assessable, and failure to attend could compromise opportunities for marks. Keep in mind there is a strong correlation between attending class and success in the course.

Class Contact Summary

Classes for Genres of Journalism include the following:

* Lectures: 2 hours per week (week 1 - 13)

* Tutorials/Workshops: 2 hours per week (week 1 - 13)

Attendance

100% attendance is expected for all classes. You are reminded that your attendance in class will be marked for all elements. To receive full attendance, you must be present in the classroom on all occasions.

You are expected to bring work done at home to class for group and individual discussion. Further development of ideas is expected during tutorial time.

Preparation and Participation in Class

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

Consultation Times

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

Course Materials

Lecture notes will be made available to you on the Learning @ Griffith College website and you are advised to print these out and bring them to each class so that extra notes can be added.

Independent Study

Independent study requires that you spend time outside classes engaged in research necessary to complete your assignments. Research includes reading the required text books, using library and internet facilities. For this 10 CP course, you will need to spend at least 10 hours per week engaged in activities that will help your learning and fulfil the course objectives. Thus, provided you have well used the formal contact hours each week, you would then complete any remaining hours engaged in independent study.

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 in any trimester [please see Griffith College Policy Library - Program Progression Policy - for more information].

Content Schedule

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Introduction: General introduction to	Lecture	BGT: "Introduction to 3.0" (pp. xvii-xxix); Ch.1 (pp.5-23); Ch. 3 (pp.45-63), Ch.12 (pp.280-93)

	course & assessment. What is news? What are news values? What are some theories of news and the role of journalists in a democracy? What is gate keeping? How has improved communication technology changed the way we gather and report news?		
	Introduction	Tutorial	
2	: Print	Lecture	BGT: Ch.2 pp.24-44); Ch.16 (pp.351-79).
	Print Journalism	Tutorial	Print journalism: What's in today's hard copy newspaper? Allocation of oral presentation topics Discussion of Briefing Note preparation
3	Radio journalism: How has radio evolved? What are its key characteristics? What are radio's strengths and limitations? How is writing news for radio different?	Lecture	BGT: Ch.5 (pp. 110-24), Ch.13 (pp. 294-307).
	Radio Journalism	Tutorial	General Knowledge Quiz: General knowledge quiz & discussion - history and current affairs (no marks awarded) Discussion of Briefing Note preparation
	Oral Presentations	Practical	
4	Television journalism: How has television news evolved? What are its characteristics?	Lecture	BGT: Ch.7 (pp.144-63); Ch.13 (pp. 294-307).

	What are television's strengths and limitations? How is writing for television different?		
	Television journalism	Tutorial	Oral presentation & Class dicussion: Radio: 'Shock jocks' might not be journalists, but they have saved the medium of radio
	Oral Presentations	Practical	
5	Online journalism: How has the online world revolutionised journalism? What are its strengths and limitations? What is the "converged" newsroom? How is writing for online media different?	Lecture	BGT: Ch. 4 (pp. 65-92; & pp. 258-64); Ch. 19 (pp.439-57)
	Celebrity	Tutorial	
	Oral Presentations	Practical	Oral Presentation & Class Discussion: Television: Topic: Television current affairs programs are all rubbish. They all feature "freaks, fats and finances".
6	Gov't: What is public relations? What is agendasetting? What strategies does PR use to set the media, policy and public agendas? Why is political reporting such a staple of what journalists do? Why are election campaigns	Lecture	BGT: Ch.8 (pp.164-91); Ch. 10 (pp. 214-36); Ch.16 (pp.351-79).

	reported in the "gladiatorial" frames of warfare or sport?		
	Public Relations	Tutorial	Oral Presentation & Class Discussion: Topic: Online news sites cheapens journalism.
	Oral Presentations	Practical	
7	Journalism Rounds: Business, Education, Environment, Religion and Science BEERS: How do pressure groups such as business and environmentalists shape the media, policy and public agendas? Can there be conflicts of interest in reporting on business? Why do education, religion & science / health stories comprise such a large part of our news diet?	Lecture	BGT: Ch.8 (pp.164-91); Ch. 10 (pp. 214-36); Ch.16 (pp.351-79).
		Tutorial	Oral Presentation & Class Discussion: Topic: We should be very concerned that PR officers far outnumber journalists in Australia.
	Oral Presentations	Practical	
8	Gonzo, Po-Mo & Citizen journalism: What is the "Gonzo" movement? What is post-modernism? Are journalistic standards now relative? What	Lecture	BGT: Ch. 20 (pp. 458-500); Hunter S. Thompson's "Fear and Loathing in Las Vegas" External link: http://www.poynter.org/2005/the-11-layers-of-citizen-journalism/69328/

	<p>does a citizen journalist do? Will untrained consumers with smart 'phones one day supplant the professional journalist?</p>		
	<p>Gonzo, Po Mo and Citizen Journalism</p>	Tutorial	<p>Oral presentation & class discussion: Topic: Business will always have the upper hand in catching the attention of journalists while environmentalists, educators, the churches and scientists always seem to struggle</p>
	<p>Oral Presentations</p>	Practical	
9	<p>Reporting "Celebrity": Why is celebrity a staple of our news gathering? Does a celebrity-obsessed news media "dumb down" journalism? What are the types of celebrity? What of the "anti-hero" in reporting? What are "moral panics"?</p>	Lecture	<p>BGT: Ch.11 (pp. 237-57).</p>
	<p>Celebrity</p>	Tutorial	<p>Readings (Reading Tasks): BGT: Ch.11, Ch. 18</p>
	<p>Oral Presentations</p>	Practical	<p>Presentation: There's always a place for 'Gonzo' journalism</p>
10	<p>Photojournalism: How has photojournalism evolved? Why are aesthetics important in news photographs? What are the ethical issues in taking and publishing</p>	Lecture	<p>External links: https://www.ndsu.edu/pubweb/~rcollins/242photojournalism/Principles.html http://newsblogs.chicagotribune.com/assignment-chicago/2011/02/getting-your-start-in-photojournalism-.html</p>

	<p>photographs? What are the theories of how humans intellectually process potentially shocking photographs? Is there a future for the trained photojournalist in the age of the web?</p>		
	Photojournalism	Tutorial	Oral presentation & class discussion : Topic: We place far too much emphasis on celebrity in today's news.
	Oral Presentations	Practical	
11	<p>Sports journalism: How has sports journalism evolved? Is sports journalism merely the newsroom's toy department? What is the role of advertising in Australian sport promotion? Is American sports journalism better than Australia's?</p>	Lecture	<p>Read several sports stories online at the New York Times site. Compare these to the sports pages of any Australian newspaper, hardcopy or online.</p>
	Sports Journalism	Tutorial	Oral presentation & class discussion : Topic: No matter how graphic or potentially disturbing a photograph or video is, it is the responsibility of journalists and editors to print or air it.
	Oral Presentations	Practical	
12	<p>Course & Exam Review (Lecture): How much have you learned? How far have you come as a beginning</p>	Lecture	BGT: Conclusion pp. 501-06.

	journalist? Includes exam tips.		
	Summary and conclusions	Tutorial	Course Review: Revision and Exam Practic
	Oral Presentations	Practical	Presentation topic: Sports journalism is far less important than business or politics

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Presentation	20%	1,3,4,6	4-12
2	Review of five scholarly sources	20%	1,2,4	4
3	Essay	30%	1,2,3,4,5,6	10
4	Final examination	30%	1,3,4	Exam Period

Assessment Details

Assessment Item 1: Oral Presentation

Type: Assignment – Oral presentation

Learning Outcomes Assessed: 1,3, 4, 6

Due Date: Week 4-12

Weight: 20%

Marked out of: 100

Task Description: Groups of two, 15 minute presentation

Rationale: Students prepare a presentation related to a lecture topic - doing this assists with enhanced understanding of the lecture topic. Assesses Presentation skills - knowledge of topic - pair work – presentation skills

Assessment strategy: Students will work in pairs (special permission must be sought for groups of three) to prepare a 15 minute oral presentation on a topic from the list provided below. Oral presentation topics will be allocated during tutorials in weeks one and two. At the end of the presentation, an additional three minutes will be allocated for questions from the class. One or two groups will present at the commencement of each tutorial from week 4 to week 12. A reference list of the scholarly works consulted in researching the topic (a minimum of 5) must be submitted, along with the students' names, to the tutor immediately before the presentation. The visual presentation should contain in text citations.

Both students must be involved in the research, and both must speak to the topic. Students must introduce their argument and explain their method in the introduction before progressing to the main points of the presentation. Students are reminded that they are not to read their presentation; rather, they are to speak to the audience using appropriate eye contact. Audio-visual aids and handouts will also be highly regarded. Part of the marks awarded will be based upon how questions, raised by the tutor and members of the tutorial, are answered
Due date: weeks 4-12

Marking criteria: Eye contact,, Research, Audio-visual aids highly regarded. Marking criteria sheets for the oral presentation will be available on the course website.

Oral presentation topics will be allocated to student pairs during tutorials in weeks 1, 2 & 3..

Oral Presentation Topics

Week 4. Hard copy newspapers will still be around in 2030.

Week 5. 'Shock jocks' do more harm than good on radio.

Week 6. There is no difference between ABC TV news and current affairs and commercial TV news & current affairs.

Week 7. Online news sites offer readers what printed newspapers cannot.

Week 8. We should be very concerned that PR officers far outnumber journalists in Australia.

Week 9. There's always a place for 'Gonzo' journalism.

Week 10. We place too much emphasis on celebrity as an "unofficial" news value in today's news.

Week 11. No matter how graphic or potentially disturbing a photograph or video is, it is the responsibility of journalists and editors to print or air it

Week 12. Sports journalism is far less important than business or politics.

Assessment Item 2 :Review of five scholarly sources

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 4

Due Date: Friday week 4

Weight: 20%

Marked out of: 100

Task Description: 1000 words

Assessment Item 2 is designed to help prepare you for the Assessment 3 essay due in Week 10. Choose the essay topic from the list of five essay topics for Assessment 3. Then use a scholarly database to find five scholarly articles or books that are relevant to your essay topic. Read the articles critically and evaluate whether they are useful to your topic by considering how they will support your argument. Select the best five articles from all the articles you evaluate. Using the format in the Assessment 2 template on the portal, reference the articles then below each reference discuss each article separately using about 200 words for each. Focus on why they will be useful references for the essay topic. Do not use newspapers, magazines or low quality web-only sources for this assignment. Do not write an essay. If in doubt as to the appropriateness of your source, ask your tutor.

Each item must be listed, alphabetically by author surname, in Harvard or APA referencing style. Guides to these styles will also be placed on the portal. Each author / title / publishing house & place entry is then followed by a paragraph, of up to 200 words, detailing

- a) the source's principal argument(s)
- b) why the source is useful to your essay topic
- c) the strength of the source
- d) any weaknesses of the source

Criteria & Marking:

Marks will be based on the relevance and quality of the references chosen, and the depth of your critique of the quality of these sources. Your writing must be clear, and marks will be deducted for spelling, grammar and punctuation errors.

Resubmission:

All students who receive less than 50% for this assignment have the opportunity to resubmit a revised assignment within two weeks of the mark's release to attain a maximum mark of 64%.

Assessment Item 3: Essay

Type: Assignment - Written Assignment

Learning Outcomes 1,2,3,4,5,6

Due Date: Friday Week 10

Task Description: Essay: 1,500 words

Rationale: Academic writing assists students to assimilate a range of acquired knowledge and investigative skills to enhance theoretical problem solving abilities. The written essay requires students to develop their academic writing skills and integrate their knowledge acquired throughout the course

Assessment strategy: Assessment Item 3 builds on the learning from Assessment Item 2.

Students are required to submit a 1500 word essay on a topic from the list provided below.

The essay must take a position and present an argument. Essays that merely describe will not score highly. You can use the five scholarly articles that you discussed in Assessment 2. Do not use Wikipedia as a source, and be cautious of all other internet-based sources. Essays that

rely largely on internet sources will be marked down. Relevant scholarly journal articles located on electronic databases are highly valued. The essay must be correctly formatted and be based on scholarly research. A more comprehensive instruction sheet can be found on the 1702LHS Griffith College course portal. You are to use a **minimum of eight sources**, which must be listed in a Reference List attached to your essay. Those essays that draw on a **balance** of recently published books, academic journal articles will be valued.

Choose ONE of the following topics for your essay.

1. Choose any three major world news stories since 1950. Explain, first, how each story "changed the world" i.e. why was it "major" and, second, how it was reported i.e. through what technology and in what news "frames"? (Hint: define "frames", and make sure you express an argument tying your 3 stories together)
2. Julian Assange has damaged journalism's reputation (Hint: first, explore the debate over whether Assange is actually a journalist)
3. It's fair to describe some journalists, who risk their lives to cover the 'big' stories, as genuine 'heroes'. (Among other scholarly sources, you must refer to Brian McNair's ebook *Journalists in films: Heroes and villains*) (Hint: also discuss journalists who have been incarcerated in overseas jails such as Peter Grete).
4. Women politicians are treated more harshly than male politicians in the Australian news media. You must cite, as evidence, at least three print journalism stories. These stories must be discussed and analysed in the essay, and attached to your essay as an appendix. You must also cite the scholarly literature i.e. text books & journal articles. (Hint: do not use opinion pieces as they are inevitably "biased". Use only hard news to analyse. Also read about media analysis textual analysis, signifiers and signified in the text book)
5. Gonzo writer Hunter S. Thompson revolutionised journalistic practice and is a role model for all journalists. (Hint: quote a few excerpts from Thompson's work and analyse).

Your essay must include in text citations, from scholarly sources, for all claims, quotes, paraphrasing and statistics. Your reference list must contain at least eight (8) scholarly sources, all of which must have been used in the essay.

Marking criteria: This essay will be marked against established criteria which will be published on the 1702LHS portal..

Assessment Item 4: Final Exam

Type: Exam

Learning Outcomes Assessed: 1,3,4

Due Date: Exam Week

Weight: 30%

Marked out of: 60

Task Description: 60 question multiple choice exam

Rationale: The examination is designed to assess a wide range of journalistic concepts - theoretical and practical.

Assessment strategy: This two (2) hour closed book written examination will include multiple choice questions. Further detailed explanations of assessment expectations will be provided during class and where necessary on the course site on the student portal.

Due date: exam period

Marking criteria: The exam will be marked against established model answers and undergo a full moderation process.

Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class 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 a written request to your lecturer via the Student Website at least 48 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. 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

Your assessment will be marked so that you can learn from your work. Feedback will be provided so that you can see the level you have reached in any skill. Your tutor will give you comments on your work and will be happy to discuss your assessment further, if you wish. You may see your tutor in his/her consultation time.

Marks awarded for assessment items will also be available on the on the Griffith College Student Portal within fourteen [14] of the due date for submission of the assessment.

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	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	Yes
Team Work	Yes	Yes	Yes
Cultural Intelligence		Yes	Yes

English Language Proficiency		Yes	Yes
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Additional Course Generic Skills

Additional Course Information

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations on the Griffith College portal whenever these are available.

Student feedback on their courses can be found by going to 'Student Feedback' under Support in the Griffith College Student Portal.

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 a breach of academic integrity 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 this course.

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