



Course Code:	1508LHS
Course Name:	Introduction to Journalism
Trimester:	Trimester 1, 2018
Program:	Diploma of Arts & Communication
Credit Points:	10
Course Coordinator:	Michael Smith
Document modified:	5 th December 2017

Teaching Team

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

Michael Smith

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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

This course will introduce students to the basic skills, practices and knowledge that inform journalism. Students will gather and write news stories. The course provides students with the opportunity to consider what it means to be a journalist, the role and the future of journalism. Incompatible: 1503HUM News and Politics

This course is for students who wish to undertake the journalism degree or journalism majors that reside in other programs. It teaches students how to write in a journalistic style and to engage with debates and discussions relevant to journalism and journalists in Australia and more broadly. Students will be expected to have a thorough knowledge of news events and current affairs. Content is provided through lectures and tutorials.

Rationale

Journalists in the news industry need the skills to write news stories. These skills include finding stories and new angles, researching, composing questions, interviewing and writing news. For students in the Bachelor of Journalism this is a core course. For students in the Bachelor of Arts and Bachelor of Public Relations and Communication studying journalism it is also a core course. It is also taken as an elective by students studying in other areas. The course introduces you to basic news gathering and writing skills, skills in Twitter, which is the journalist's social media of choice, while engaging with debates and discussions that are relevant to journalism and journalists in Australia and more broadly. You will have the opportunity to put the knowledge gained in the course into practice when producing news story assignments and in a presentation.

Aims

This first-year course is compulsory for those students wishing to undertake the journalism degree or majors in journalism. The course teaches students how to write in a journalistic style, and how to critically think about current debates about journalism and journalists in Australia and more broadly. The course aims to develop students' interest in the news, and engage them in the Twitter-sphere so they keep abreast of current affairs. Course content is provided through lectures and tutorials, and attendance at all classes, while not assessable, is compulsory.

Learning Outcomes

After successfully completing this course you should be able to:

1. Draw on principles of culture, history, politics, media and society to identify core elements of a news story
 2. Use critical judgment when applying knowledge of the ethical and legal framework that underpins the profession
 3. Source, organise, interpret and evaluate information to support an argument
 4. Work collaboratively to compare and critique professional characteristics of journalists
 5. Apply knowledge of diverse, cultural groups when communicating to a range of audiences
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Texts and Supporting Materials

Required Readings:

Stephen Lambie: News as it Happens: An Introduction to Journalism, 3rd ed. 2016, Oxford University Press.

Recommended Resources:

Rane, H., Ewart, J., & Martinkus, J. (2014). Media Framing of the Muslim World: Conflicts, Crises and Contexts, Palgrave.

David Conley & Stephen Lambie. 2006. The Daily Miracle: An Introduction to Journalism. 3rd ed. OUP: Melbourne.

Ewart, J 2009 Haneef: A Question of Character, Halstead Press, Canberra.

Armstrong, M et al Media Law in Australia OUP Melbourne 1995

Boyd, Andrew Broadcast Journalism Focal Oxford 1993

Clayton, Joan. Interviewing for Journalists Piatkus London 1994

Cohen, S & Young, J (eds) The Manufacture of News Constable London

Cunningham, Brent, 'Re-thinking Objectivity', Columbia Journalism Review, Issue 4, 2003, or at website.

Davies, N, Flat Earth News, Random House, 2008.

Gerdes, P & Charlier, P TV News - That's the way it was AFTRS Sydney 1985

Hartley, John The Politics of Pictures Routledge London 1992 chapters 6-8

Organisation and Teaching Strategies

Class Contact Summary

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.

Consultant 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 portal website prior to each lecture 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	Week 1 Lecture: Welcome to the course and overview.	Lecture	Lamble, S., 2016, Chapter 1; Holmes. J. (2011) Changing Perceptions: Changing World. The Drum 12 July.
	Icebreakers and assignment discussion.	Tutorial	
2	What is journalism, different types of journalism, journalism as storytelling, Fourth estate role. A brief historical background of the fourth estate.	Lecture	Lamble, S., 2016, Chapter 2

	What is journalism and what role should journalists play discussion. Hard news reading. First hard news writing exercise. Twitter skills	Tutorial and Workshop	
3	What and where is news, objectivity, balance and fairness. News values.	Lecture	Lamble, S., 2016, Chapter 3 ;
	Hard news identification exercise. News writing exercises, Twitter skills	Tutorial and workshop	
4	How and where do I research	Lecture	Lamble, S., 2016, Chapter 7
	Lead writing exercises. Discussion of group presentation assignment. Sign up groups and week of presentation. Twitter skills	Tutorial and Workshop	
5	How do I interview: Interviewing, different styles, types of approaches to interviews. Preparing for and undertaking an interview.	Lecture	Lamble, S., 2016, Chapter 8;
	Interviewing exercise, transcribing an interview. Mock reporting task. Twitter skills	Tutorial and workshop	
6	The MEAA Code of ethics and my ethical responsibilities.	Lecture	Lamble, S., 2016 Chapter 4
	Hard news story brainstorm exercise. Mock reporting task 2. Twitter skills	Tutorial and workshop	
7	Putting it all together Part 1: Inverted pyramid, ABCs of journalism, lead and support paragraphs.	Lecture	Lamble, S., 2016, Chapter 9;
	Mock reporting task 2. Twitter skills	Tutorial and Workshop	
8	Putting it all together Part II: Best sources and best quotes	Lecture	Lamble, S., 2016, Chapter 5, 11, pp.181-183
	Newswriting exercises.	Tutorial	

	Discussion of assessment Review of current newsworthy stories. Twitter skills	Workshop	
9	Dealing with Public Relations and Spin.	Lecture	Lamble, S., 2016, Chapter 6, 15; Lamble pp. 58-59, 96-97, 265, 420
	Rewriting a press release, making it news, identifying the gaps and filling them	Tutorial	
	Review of current newsworthy stories. Twitter skills	Workshop	
10	Reporting crime and natural disasters.,	Lecture	Lamble, S., 2016, Chapter 18. Schindeler, E and Ewart, J. (2014). Manufacturing a Crime Wave: The Gold Coast Saga published in Media International Australia, No.151, May, pp 25-36
	Tutorial and Group presentations (Tutorial): Case studies examples of news coverage of crime and disasters and discussion about that. Time allocated for working on news assignment and for students to ask questions about final assignment, to discuss drafts with tutors in class. Twitter skills	Tutorial and workshop	
11	Reporting Minority Groups. Readings/references/resources.	Lecture	Lamble, S., 2016, p. 265; Ewart J., and Rane, H (2013). The framing of 9/11 and Australian Television's framing of the tenth anniversary, Communication, Politics & Culture, Vol 46, pp 74-92
	Tutorial Group presentations: Case studies, examples of news media coverage of minority groups and in-class discussion on news	Tutorial and workshop	

	story assignment, pitches. Twitter skills		
12	Journalism in the Twitter age. Using Twitter as a news source and building your professional profile via Twitter.	Lecture	Lamble, S., 2016, Chapter 6 and 11,
	Tutorial Group presentations (Tutorial): Twitter media case studies, what can go wrong and how to avoid it, discussion. Twitter skills.	Tutorial and workshop	

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Assignment - Written Assignment Griffith News Story	30%	1, 2, 5	Friday Week 6
2	Group presentation. Analyzing a journalist's career using journalism theory	35%	1, 2, 3, 4	Week 9 to Week 12
3	Assignment - Written Assignment Community News Story	35%	1, 2, 3, 5	Friday, Week 11

Assessment Details

News Story 1 – University news story

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 5

Due Date: Week 6

Weight: 30%

Marked out of: 100

Task Description:

University news story: Write an original 300-400 word news story based on an event or issue occurring on your local campus. The story must be sufficiently newsworthy to be reported in a local newspaper (refer to your news values), but your story must be original and not have been covered elsewhere. Your assignment must include at least two original interviews and a source list with at least two sources and their contact details. You must have at least 2 sources who aren't students.

Criteria & Marking:

- News judgement
- Reporting practices
- Writing and editing skills
- Structuring skills
- Legally and ethically sound
- Accuracy
- Source selection
- Source list provided and accurate.

Submission: Students must submit via Turnitin.

This assessment item:

- is a school based activity
- is an individual activity
- includes a self assessment activity

Group presentation - Analyzing a journalist's career using journalism theory

Type: Presentation - technical or professional

Learning Outcomes Assessed: 1, 2, 3, 4

Due Date: Week 9 to Week 12

Weight: 35%

Marked out of: 100

Task Description:

Students will present a 20 minute presentation in groups of 3 in class, weeks 9-12. Students will choose or be allocated a high profile journalist or media personality and must prepare a comprehensively researched and argued presentation about whether this person is a journalist or not, by analyzing and evaluating aspects of the person's career in relation to journalism theory in the textbook and scholarly literature Reference list including five scholarly references, which are cited in the presentation, must be handed to the tutor before the presentation along with a list of student participants' names and details of the role each

undertook in preparing for and delivering the presentation.

Criteria & Marking:

Criteria will be distributed in class in Week 8, prior to the presentations

Submission: Submitted in class, Reference list and details of student participants' contributions to be submitted before presentation.

This assessment item:

- is a school based activity
- is a group activity
- does not include a self assessment activity

News story 3 - Community news story

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3, 5

Due Date: Week 11

Weight: 35%

Marked out of: 100

Task Description:

Community story: Write an original 300-400 word story on any event, issue or development in your local community [outside the University but around your suburb]. Envisage the story as something that might be run in a Community newspaper e.g. a local sporting event, a local school development, a community fundraising event, the work of the local MP or councilor, the opening of a nursing home, a centenarian's birthday etc. If you choose a specialised story such as a crime story you should discuss your idea with your tutor. You are required to use at least three sources who aren't students. Your inclusion of a pressure group representative or politician as one of these sources will be regarded favourably. You must include a source contact list.

Criteria & Marking:

- News judgement
- Reporting practices
- Writing and editing skills
- Structuring skills
- Legally and ethically sound
- Accuracy
- Source selection
- Inclusion of source list in correct format

Submission: Students must submit via Turnitin.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity

Requirements to pass the course:

In order to pass this course students must:

- 1) submit all weighted items of assessment for this course
- 2) achieve an aggregated score (sum of all assessments) of 50%.

Submission and Return of Assessment Items

All assessment is to be submitted at the date and time designated by your teacher. Normally you will be able to collect your assessment in class within fourteen [14] days of the due date for submission of the assessment.

Retention of Originals

Where practical, 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.

Please note: You may be required to submit assignments electronically to a collusion detection tool to allow the detection of possible instances of collusion/plagiarism. This will also involve Griffith College or its nominee storing your work on a secure database for use in testing assessment submitted by others in the future. For further information on Griffith College's Academic Integrity Policy refer to Griffith College's online Policy Library.

Extensions

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment 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.

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
Critical and Innovative Thinking		Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	
Team Work		Yes	Yes
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency	Yes	Yes	Yes

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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