



1. General Course Information

1.1 Course Details

Course Code:	1508LHS
Course Name:	Introduction to Journalism
Trimester:	T1 2020
Program:	Diploma of Arts and Communication
Credit Points:	10
Course Coordinator:	Michael Smith
Document modified:	18/12/2019

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.

Assumed Knowledge

There are no prerequisites for this course.

1.2 Teaching Team

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

Name	Email
Michael Smith	mism@portal.griffithcollege.edu.au

1.3 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 "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course 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 important issues that are reported in the media. 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. The rationale behind these course aims is that journalists in the media industry need the skills to write news stories and understand current issues. These skills include finding stories and new angles, researching, composing questions, interviewing and writing news.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Identify elements of a community news story using inverted pyramid theory.
2. Demonstrate news gathering and writing skills for journalistic research projects.
3. Apply knowledge of the ethical and legal framework that underpins the journalism profession.
4. Critique professional characteristics of journalists in a collaborative setting.

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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
Knowledge and skills with critical judgement	X	X	X

Communication and collaboration skills	X	X	X
Self-directed and active learning skills	X	X	
Creative and future thinking skills		X	
Social responsibility and ethical awareness	X	X	X
Cultural competence and awareness in a culturally diverse environment	X	X	

3. Learning Resources

3.1 Required Resources

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

3.2 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

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time 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 in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

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].

Teacher and course Evaluation

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 via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

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	Lecture	Lamble, S., 2016, Chapter 8;

	and undertaking an interview. 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	Tutorial and workshop	

11	discuss drafts with tutors in class. Twitter skills		
	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, <i>Communication, Politics & Culture</i> , Vol 46, pp 74-92
12	Tutorial Group presentations: Case studies, examples of news media coverage of minority groups and in-class discussion on news story assignment, pitches. Twitter skills	Tutorial and workshop	
	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	

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Written Assignment - News Story 1. Campus 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	Written Assignment - News Story 2. Community News Story	35%	1, 2, 3, 5	Friday, Week 11

5.2 Assessment Detail

News Story 1 – Campus 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. Apply the key principals of journalism ie. the story must be sufficiently newsworthy and ethical to be reported in a local newspaper (refer to your news values), but your story must be original and not have been covered elsewhere. Write in news writing style with all the core elements of news writing covered in the course. Your assignment must include quotes from 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 work as a team on 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 to critique whether this person is a quality journalist or not, by analyzing and evaluating aspects of the person's career in relation to journalism ethics and 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: Submission: Delivered 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 2 - 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 but outside the University. 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 councillor, the opening of a nursing home, a centenarian's birthday etc. Apply the key principals of

journalism ie the story must be sufficiently newsworthy and ethical to be reported in a local newspaper (refer to your news values), but your story must be original and not have been covered elsewhere. Write in news writing style with all the core elements of news writing covered in the course. 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 as it provides analysis of the issue. 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

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

5.4 Other Assessment Information

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.

Requests for extension

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 Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

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

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