



1. General Course Information

1.1 Course Details

Course Code:	FND112
Course Name:	Media Studies
Trimester:	Trimester 1, 2020
Program:	Foundation Program
Credit Points:	10 Credit Points, 1 Trimester duration, elective course
Course Coordinator:	Nicki Jordan
Document modified:	24 th February 2020

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.

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.

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
Nicki Jordan	Nicki.jordan@staff.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

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

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate an understanding of the features and functions of a range of media texts.
2. Creatively and critically communicate information, ideas and opinions about media texts using the tools of new media.
3. Analyse the differences between traditional and new media forms.
4. Undertake independent research regarding media texts, tools and campaigns.
5. Reflect on the process of composing an individual creative media work.
6. Contribute as an engaged and influential member of a learning community.

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 and Capabilities	Taught	Practised	Assessed
Knowledge and skills with critical judgement	✓	✓	✓
Communication and collaboration skills	✓	✓	
Self-directed and active learning skills	✓	✓	✓
Creative and future thinking skills	✓	✓	✓
Social responsibility and ethical awareness	✓	✓	
Cultural competence and awareness in a culturally diverse environment	✓	✓	

3. Learning Resources

3.1 Required Resources

Students will be able to access weekly 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.

Students should bring a lined notebook or other personal notation device eg. laptop or tablet. This will enable students to take lecture notes and participate in workshop writing activities.

3.2 Recommended Resources

It is recommended that students bring an Internet-enabled personal device to class each week for use in workshop tasks and online research.

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	Learning Outcomes
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>	multiple	1, 2, 3, 4, 5, 6
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>	multiple	1, 2, 3, 4, 5, 6
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>	multiple	1, 2, 3, 4, 5, 6
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>	multiple	1, 2, 3, 4, 5, 6
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</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>	multiple	1, 2, 3, 4, 5, 6

	visual aesthetics, cultural products and designs can be copied and altered limitlessly.	<ul style="list-style-type: none"> • Quiz 1 due 		
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> <p>News Magazine article due</p>	multiple	1, 2, 3, 4, 5, 6
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> <p>Assessment 2: Media Folio check-in</p>	multiple	1, 2, 3, 4, 5, 6
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, Vimeo and YouTube. Choosing a platform.</p> <p>Media Folio due</p>	multiple	1, 2, 3, 4, 5, 6
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</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>	multiple	1, 2, 3, 4, 5, 6

	as individuals and as a society.			
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> <p>Assessment 4.1 Written Proposal due</p>	multiple	1, 2, 3, 4, 5, 6
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> <p>Quiz 2 due</p>	multiple	1, 2, 3, 4, 5, 6
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 2020 Film Festival.</p> <p>Assessment 4.2 Creative Media Project due</p>	multiple	1, 2, 3, 4, 5, 6

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	News Magazine Article	15%	1, 2, 3, 4, 5, 6	Week 6
2	Media Folio	30%	1, 2, 3, 4, 5, 6	Week 8
3	Quizzes	20%	1, 2, 3, 4, 5, 6	Week 5 and Week 11

4.1	Creative Media Project: Written Proposal	15%	1, 2, 3, 4, 5, 6	Week 10
4.2	Creative Media Project: Online Video	30%	1, 2, 3, 4, 5, 6	Week 12

5.2 Assessment Detail

News Magazine article

Due: **Week 6**

Weighting: **15%**

Marked out of: 100

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

Students will produce a series of short original blog posts (400-500 words plus embedded audiovisual material.) 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 share and reflect upon relevant articles and examples of media material in the course Facebook group. Students will engage in discussion and debate around the articles their fellow students have shared to the Facebook group.

This assessment will be submitted in the form of a public blog on a platform selected by the student (Blogger or Tumblr), however 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

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

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

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

Quiz 2 (taken Week 11) will feature questions relevant to readings and lecture content from Weeks 6 – 10.

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

Each quiz will be online and available to students for 7 full days during the study week they are scheduled. The teacher will notify students of the exact start and end times for each quiz via a news post on the News Forum section of the portal page.

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 at the close of the quiz. Students will be given the score at the end of the quiz.

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

Creative Media Project: Written Proposal and Online Video

Due: Week 10 & 12

Weighting: 45% (15% + 30%)

Marked out of: 100

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 10, which will need to outline the following details:

- The choice of theme, selected from a range of options as outlined in the Written Proposal Task Sheet. A theme sub-heading, specific to the individual student, must also be identified (eg. The Film Industry: The Gender Pay Gap.)
- A short synopsis which includes the video's title and genre
- 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.
- An overview of equipment and resources that the student plans to use in the production of the video.

The video project will also be supported by a collection of social media materials posted on the student's blog from Week 9 to 12. These materials will be sourced from platforms such as Twitter and Instagram and will place the Creative Video Project within a broader cultural context. Students will use these three weeks in the Lab to prepare their final videos for placement within a culture of online marketing, sharing and reviewing.

The video project (30%) 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 for class feedback. Further instructions on submission requirements 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.

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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