



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1508LHS</b>
<b>Course Name:</b>	<b>Introduction to Journalism</b>
<b>Trimester:</b>	<b>T3 2020</b>
<b>Program:</b>	Diploma of Arts and Communication
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Michael Smith
<b>Document modified:</b>	23/09/2020

### 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 modern journalists research, interview and quote sources, write in a journalistic style and engage with debates and discussions relevant to journalism and journalists in Australia and more broadly. Developing a Twitter account that will assist you as a journalist and provide a valuable folio of Twitter skills for future job prospects is an important part of this course.

Students will develop a better knowledge and interest of news events and current affairs through the course.

### 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 course site.

## 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 and practice the skills and knowledge they are learning in a style that befits a journalist. Course content is provided through learning content, experiences and activities, and attendance at all online 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, use Twitter and understand current issues. These skills include finding stories, new angles and sources, researching, composing questions, interviewing and writing news



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate interviewing and inverted pyramid news writing skills
2. Understand and critique the principles, laws and ethics of journalism
3. Conduct research and develop a contact list using Twitter and press releases









### 2.3 Generic Skills and Capabilities

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
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	
Creative and future thinking			✓	
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	



### 3. Learning Resources

#### 3.1 Required Learning Resources

Stephen Lambie: News as it Happens: An Introduction to Journalism, 3rd ed. 2016, Oxford University Press.  
(eBooks available at library or for purchase online)

#### 3.2 Recommended Learning 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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[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 Information about your Learning

### Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 Content, Learning Activities and Learning Experiences

### 4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
<b>Module 1: INVERTED PYRAMID NEWS WRITING AND INTERVIEWING SKILLS</b>					
<b>1</b>	Week 1, Videos of mini-lectures and PowerPoints and links inside. Introduction. Course Outline Portal Lamble Chapter 1	Course profile. Course site.	<b>Welcome to the course and icebreaker, discussion of course and assessments</b>	Set up Twitter account	<b>1</b>
<b>2</b>	Week 2 Videos of mini-lectures and PowerPoints and links inside. Putting it all together Part 1: Inverted pyramid, ABCs of journalism, pars, summary lead and pars with extra detail and background. Lamble Ch. 9	Putting it all together Part 1: Inverted pyramid, ABCs of journalism, pars, summary lead and pars with extra detail and background	Hard news identification exercise. News writing exercises, Twitter skills – summary leads	Summary leads Twitter activity	<b>1</b>
<b>3</b>	Week 3 Videos of mini-lectures and PowerPoints and links inside. Putting it all together Part II: Best sources and best quotes. Lamble Ch. 5.	Putting it all together Part II: Best sources and best quotes	Paraphrasing and direct quoting Twitter skills - quotes	Quoting and paraphrasing Twitter activity	<b>1</b>
<b>4</b>	Week 4 Videos of mini-lectures and	How do I interview: Interviewing, different styles, types of	Interviewing exercises	Interviewing skills Twitter activity	<b>1</b>

	PowerPoints and links inside. How do I interview: Interviewing, different styles, types of approaches to interviews. Lamble Ch. 8	approaches to interviews	Twitter skills - interviewing		
<b>Module 2: PRINCIPLES, LAWS AND ETHICS OF JOURNALISM</b>					
<b>5</b>	Week 5 Videos of mini-lectures and PowerPoints and links inside. What is journalism, types of journalism, journalism as storytelling, Fourth estate. History of journalism. Lamble, S., 2016, Chapter 2	What is journalism, types of journalism, journalism as storytelling, Fourth estate. History of journalism.	Watchdog exercises. Twitter watchdog exercises	Watchdog Twitter activity	<b>2</b>
<b>6</b>	Week 6 Videos of mini-lectures and PowerPoints and links inside. Principles of journalism: accuracy, truth, honesty, objectivity, balance and fairness and news values. Lamble, S., 2016 Chapter 3	Principles of journalism: accuracy, truth, honesty, objectivity, balance and fairness and news values.	News values exercises News values Twitter activity	Written Assignment – News Story 1. Campus News Story  News values Twitter activity	<b>2</b>
<b>7</b>	Week 7 Videos of mini-lectures and PowerPoints and links inside. The MEAA Code of ethics and my legal and ethical responsibilities. Lamble, S., 2016 Chapters 4, 16, 18 MEAA Code of Ethics	The MEAA Code of ethics and my legal and ethical responsibilities	Ethics exercises Twitter ethics activity	Twitter ethics activity	<b>2</b>
<b>8</b>	Week 11 Videos of mini-lectures and PowerPoints and links inside. Reporting minority groups Lamble, S., 2016, p. 265; Ewart J., and Rane, H., 2013. The framing of 9/11 and Australian Television's	Reporting minority groups	Reporting minority groups exercises  Reporting minority groups Twitter activities	Reporting minority groups Twitter activities	<b>2</b>





	framing of the tenth anniversary, Communication, Politics & Culture, 46, pp 74-92				
<b>Module 3: RESEARCH, SOURCES AND NEWS ROUNDS</b>					
<b>9</b>	Week 8 Videos of mini-lectures and PowerPoints and links inside. How and where do I research Lamble, S., 2016, Chapter 7 and 15	How and where do I research	Research exercises Twitter research activity	<b>Assessment 2.</b> Group Presentation - Analysing a journalist's career using journalism theory.  Twitter research activity	<b>1,3</b>
<b>10</b>	Week 9 Videos of mini-lectures and PowerPoints and links inside. Dealing with Public Relations and Press releases. Lamble, S., 2016, Chapter 6, 15; Lamble pp. 58-59, 96-97, 265, 420	Dealing with Public Relations and Press releases.	Presentations and Press release exercises Twitter press release activity	<b>Assessment 2.</b> Group Presentation - Analysing a journalist's career using journalism theory  Twitter press release activity	<b>1, 3</b>
<b>11</b>	Week 10 Videos of mini-lectures and PowerPoints and links inside. Journalism in the Twitter age. Using Twitter as a news source and building your professional profile via Twitter. Lamble, S., 2016, pp. 84, 93,94, 100, 101, 136, 156, 160-162.	Journalism in the Twitter age. Using Twitter as a news source and building your professional profile via Twitter	Presentations and online research activities Twitter quote activity	<b>Assessment 2.</b> Group Presentation - Analysing a journalist's career using journalism theory  <b>Assessment 3.</b> Written Assignment - News Story 2. Community News Story.  Twitter quote activity	<b>1, 3</b>
<b>12</b>	Week 12 Videos of mini-lectures and PowerPoints and links inside. Reporting crime, courts and natural disasters Lamble, S., 2016, Chapter 19;	Reporting crime, courts and natural disasters	Presentations, roleplay activities and Crime courts and disaster reporting Twitter activities	<b>Assessment 2.</b> Group Presentation - Analysing a journalist's career using journalism theory.	<b>1, 3</b>

Schindeler, E and Ewart, J. (2014). Manufacturing a Crime Wave: The Gold Coast Saga. <i>Media International Australia</i> , (151), pp 25-36			Crime courts and disaster reporting Twitter activity	
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## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

 Evidence of learning	 Weighting	 Learning outcome	 Due Date
<b>1</b> Written Assignment – News Story 1. Campus News Story	30%	1	Friday Week 6
<b>2</b> Group Presentation - Analysing a journalist's career using journalism theory	35%	2	Week 9 to Week 12
<b>3</b> Written Assignment - News Story 2. Community News Story	35%	1, 3	Friday, Week 11

### 5.2 Evidence of Learning Task Detail

#### News Story 1 – Campus news story

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1

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. 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 with campus staff and a source list with at least two sources and their contact details. You must have at least 2 sources who aren't students. Interviews with staff can be done face to face, by phone or email.

Criteria & Marking:

- News judgement
- Reporting and interviewing 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 - Analysing a journalist's career using journalism theory**

Type: Presentation - technical or professional

Learning Outcomes Assessed: 2

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 analysing 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. Discuss with the tutor whether presentations may be conducted in class or online using Zoom.

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, 3,

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 principles 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 or minority story you should discuss your idea with your tutor.

You are required to use quotes from at least three sources gained through at least one interview, at least one press release and at least one twitter account. Your inclusion of a pressure group representative or politician as one of these sources will be regarded favourably. You can use the pressure group's press release from their website or their twitter account to get a quote. You must include a source contact list that includes the name, contact number and email of the sources, the links to the press release and social media accounts and any other sources of information from your research

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 evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

#### 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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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 within 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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