



1. General Course Information

1.1 Course Details

Course Code:	FND112
Course Name:	Media Studies
Trimester:	Trimester 1, 2025
Program:	Foundation Program
Credit Points:	10
Course Coordinator:	Dr Kristy Seymour
Document modified:	

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.

Assumed Knowledge

There are no prerequisites for this course.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Dr Kristy Seymour	Kristy.seymour@griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop, or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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

2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		✓
	Creativity and Future Thinking		✓

3. Learning Resources

3.1 Required Learning Resources

Students will be able to access weekly readings via the Griffith College Student Portal. When instructed, readings should be downloaded before class and brought to class. A reader may also be made available for students in certain lessons.

3.2 Recommended Learning 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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [Academic Integrity](#) - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [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

Preparation and Participation in Learning

As you progress from the Foundation program to Diploma studies with Griffith College you will note some changes to the terminology used about your learning. This includes **Before Class** = Learning Content; **Classwork** = Learning Experiences; **Homework** = Learning Activities and **Assessment** = Evidence of Learning. We have therefore included both in the below information.

You need to prepare before attending your scheduled learning experience. Work through the **Before Class** (Learning Content) prepared by your teacher which is found on the course site. Make sure you complete the **After Class** (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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all **Classwork** (Learning Experiences) which underpin the learnings in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the Before Class and After Class outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' This time is critical for you to use to seek assistance from your teacher. You must book these consultation sessions as part of your weekly learning to assist you to succeed in your studies.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find **Before Class** (Learning Content), **Classwork** (Learning Experiences), After Class (Learning Activities) and **Assessment** (Evidence of Learning). **Before Class** work will be engaged with prior to the scheduled **Classwork** (your weekly class). This will ensure you are prepared for the scheduled class by being aware of the content to be covered and therefore will be able to actively participate in the session. **Homework** (Learning Activities) are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for **Assessment** (Evidence of Learning Tasks) in the course

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course content even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course learning material and completing the homework activities. It also means you will need to find additional information to evidence your learning 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%. You will be notified should your attendance fall below this, and required to enter into a Return to Study Plan. Students are engaged in their learning and to maintain a GPA equal or greater than 3.5 not to be at risk of exclusion [please see Griffith College Policy Library - [Program Progression Policy](#) – section 2.3 and 2.4 for more information on progress to avoid probation and exclusion

Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

Expected Course Workload FND112 MEDIA STUDIES






No. of timetabled Hours per Week*	No. Personal Study Hours per week**	Total Workload Hours per week
4	6	10

*Total time spent per week in Direct Class Contact time

**Minimum Total time students are expected to spend per week on studying, completing assignments, and/or Consultation time (which should be booked with your teacher directly)

4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcomes
					
Module 1 Re-inventing Traditional Media					
1	Course readings for Week 1	Introduction What is Media Studies? What will we learn in this course? Overview of assessments	Follow up with Media Folio creation		1,2,3
2	Chapter readings	From old to new media: Television Mini Lecture Television History Activities for News Article Assessment workshops			
3	Chapter readings	From old to new media: Radio Mini Lecture Radio through the ages Activities on radio use and platforms Assessment workshops			

4	Course Readings	<p>From old to new Media: Publishing</p> <p>Mini lecture1: Newspapers Mini lecture: 2: Books and Magazines</p> <p>Activities on media messaging</p> <p>Assessment workshops</p>			1,2,3,
5	Course readings	<p>Module two begins Creative Culture Art & Design.</p> <p>Mini lecture: Art and Design in the Media context</p> <p>Mini lecture 2: Instragam – is it art?</p> <p>Activity: Instagram photography</p> <p>Assessment workshops</p>			1,2,3,4
6	Course Readings	<p>Creative Culture: Film</p> <p>Mini lecture: Film</p> <p>Activity: Hollywood blockbusters old and new</p> <p>Assessment workshops</p>		News Article due Friday 5pm	1,2,3,4
7	Course Readings	<p>Creative Culture: Advertising</p> <p>Mini lecture 1: Advertising Mini lecture 2: Branding</p> <p>Activity of neuroscience of branding</p> <p>Activity on concept development and branding</p> <p>Assessment workshops</p>			1,2,3,4
8	Course Readings	<p>Module Three: Digital Media communities</p> <p><u>Social Media and Community</u></p> <p>Mini lecture: Social Media</p> <p>Activity: Youtube use</p> <p>Activity: Social Media and community</p> <p>Assessment workshop</p>		Media Folio due Friday 5pm	1,2,3,4

9	Course Readings	<p>Social Media: Risks and Problematics</p> <p>Mini lecture: Social Media risk and issues</p> <p>Film: Social media and health</p> <p>Activity: Using your phone for filming and editing</p> <p>Assessment workshop Draft check in</p>			1,2,3,4 ,
10	Course Readings	<p>Democracy and the Internet</p> <p>Mini lecture: Democracy and the internet</p> <p>Assessment Delivery in Class with peer feedback: Creative Media Project</p> <p>Part one: Written and Oral</p>		<p>Creative Media Project Part One: Oral presentation due in class time. Written submission due Friday 5pm</p>	
11	Course Readings	<p>Breaking News and Journalism</p> <p>Mini lecture: What is breaking news?</p> <p>Activity: Analysing and processing news streams</p> <p>What is fake news></p> <p>Mini lecture: Politics and news</p> <p>Assessment workshop: Final check in for Creative Media Project Part Two</p>			
12		<p>Creative Media Project Part Two: Video</p> <p>Students will present their video in class today as part of their assessment</p>		<p>Creative Media Project Part Two: Delivered in class</p>	1,2,3,4 ,



5. Assessment (Evidence of Learning)

5.1 Assessment Summary (Evidence of Learning Summary)

	Assessment	Weighting	Learning Outcome	Due Date
1	News Article	20%	1, 2	Week 6, Friday 5pm
2	Media Folio	30%	1, 2, 3, 4	Week 8, Friday 5pm
3	Creative Media Project Part One: <i>Written Proposal and Oral Presentation</i>	20%	1, 2, 3, 4	Week 10 in class and submitted to the portal
4	Creative Media Project Part Two: Video	30%	1, 2, 3, 4	Week 12, In class time

5.2 Assessment Task Detail (Evidence of Learning)

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Please note that generative artificial intelligence (GenAI) applications are not permitted to be used for assessment content creation, translation or extensive language assistance unless specifically identified in the assessment guidelines. Where permission is given for the use of GenAI applications for assessment content creation, appropriate referencing must occur.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (GenAI) tools in relation to formative and summative assessment tasks (including how to cite GenAI tools, if relevant). It should be noted that Turnitin provides teaching staff with a GenAI percentage indicator as well as an Originality Report which detects plagiarism

1. Assessment Task 1: News Article

Task Type: Written Assignment

Due Date: Week 6, Friday 5pm

Weight: 20%, Marked out of: 20

Length: 400 to 500 words

Task Description: Draft a 400-500 word news magazine article that represents your personal response to a media issue as represented in the Source Article List.

Your teacher will provide a list of potential topics (mainstream media news articles) for your class. You must choose one of the approved news articles upon which to comment. Articles that are based on a different source (or absent a source article altogether) will not be marked.

You must include at least three (3) references within the article. This includes the Source News Article link in your introductory paragraph, plus an additional two (2) sources from the Internet eg. blogs, op-eds (Opinion and Analysis columns from major news websites), online posts and comments, and tweets. **Submission:**

Turnitin via the course site

2. Assessment Task 2: Media Folio

Task Type: Written Assignment

Due Date: Week 8, Friday 5pm

Weight: 30%, Marked out of: 30

Length: 500 to 600 words

Task Description: Produce a series of short original blog posts on the topic of media. Incorporate examples of media forms discussed in class so far and collate and comment upon a variety of media forms from across the Web.

Submission: Turnitin via the course site

3. Assessment Task 3: Creative Media Project Part One: Written Proposal and Oral Presentation

Task Type: Written Assignment and Presentation

Due Date: Week 10 in class and submitted to the portal

Weight: 20%, Marked out of: 20

Length: see course site

Task Description: This assessment item is step one in the Creative Media Project, the first stage is a proposal for a short video on a media-related theme, as chosen from the list of options on the provided on the course site. Your proposal should outline your plan for a two-minute video for an online audience using your own available tools (phone camera, webcam, Computer Lab, animation website or app). The video can be any genre – for example a documentary, drama, magazine-style segment, comedy, sci-fi, thriller, news report.

You will deliver your proposal as a short oral presentation in class time (2 to 3 mins in length).

You will also submit the Written Proposal Template to Turn-it-In on Friday of Week 10. The template can be found on the course site under the Evidence of Learning Folder for this item. **Submission:** e.g. Turnitin via the course site and in class presentation.

4. Assessment Task 4: Creative Media Project Part Two: Video

Task Type: Assignment: digital video

Due Date: Week 12, Friday 5pm

Weight: 30%, Marked out of: 30

Length: 2 minutes

Task Description: Based on the written and oral proposal that you delivered and submitted in week 10, you will create a two video for an online audience using your own available tools (phone camera, webcam, Computer Lab, animation website or app). The video can be any genre – for example a documentary, drama, magazine-style segment, comedy, sci-fi, thriller, news report. Upload the video to YouTube and embed the video into your Media Folio Blog site.

Submission: Turnitin via the course site

In order to pass this Course, students must:

A. Attempt all assessment items

B. Demonstrate assurance of learning of all learning outcomes through graded Assessment Tasks.

5.3 Late Submission

An Assessment Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Assessment Task by 5% of the maximum mark applicable for the Assessment Task, for each calendar day that the task is late. Assessment tasks submitted more than seven calendar 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 Assessments (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 task, 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 Evidence of Learning Tasks.

Return of Assessment Tasks

1. Marks awarded for in-trimester assessment tasks, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final assessment task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. 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** assessment tasks including the final exam will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of assessment tasks 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 Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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, premeditated 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 teachers 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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.