



**UNSW**  
SYDNEY

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University



## **MDIA2002**

Analysing Media Communication

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Syed Zaidi	abbas.zaidi@unsw.edu.au	N/A	Webster 311F	N/A

#### Tutors

Name	Email	Availability	Location	Phone
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### School Contact Information

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Academic Information**

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Course Details

**Credit Points 6**

### Summary of the Course

Subject Area: *Media*

This course provides students with high-level analytical skills in written, visual and multi-modal communication. We will develop a set of analytical tools which explore issues of meaning in relevant professional texts. Meanings will be explored in terms of issues of creating content, constructing identity and relations, and creating cohesive and coherent texts. Specific analytical tools will be developed which focus on issues of grammar, discourse, register, and genre. These tools will be used to interrogate and critique texts in relation to their social and professional contexts, and to inform students' production of their own texts in professional domains.

### At the conclusion of this course the student will be able to

1. Apply a variety of tools to enhance their production, analysis and evaluation of key communication and journalism texts
2. Place communication and journalism practices within relevant social, institutional and ethical frameworks
3. Demonstrate appropriate development of the skills of scholarly enquiry

### Teaching Strategies

#### Rationale:

This course covers a range of media text types in order to provide students with a solid foundation for further study and professional practice. The course focuses on both practical and analytical skills to enable students to produce and critically evaluate media production. The course includes theoretical concepts to enable students to engage pro-actively and creatively in a range of professional contexts, equipping them to be potential leaders in their field

#### Teaching Strategies:

This course uses face-to-face classroom teaching, with 1 x 90 minute lecture and 1 x 90 minute tutorial each week, including collaborative and individual work. Students prepare readings, discussion points and exercises in advance of each tutorial. For the most part, materials required for tutorial preparation and for assessment tasks will be made available via the course's Moodle website.

# Assessment

## Assessment 2: Views-journalism comparison piece

(This assessment task is a required element of the course. If you fail to submit this work -you will fail the course.)

### Part 1

State the journalism "round" which you have chosen and supply links to websites, blogs etc which provide "expert" or "niche" coverage of topics/coverage relating to this "round".

### Part 2 - article (1800 - 2000 words)

You should write more in an journalistic than an academic style (see example articles in this Moodle panel for guidance in this.)

In this piece you compare and contrast two views-journalism, opinion pieces on the same topic/issue/debate. ( Obviously they must be from the general subject area you selected as your "round".) In this piece you must provide conclusions, backed up by evidence from the texts themselves, as to whether the pieces are similar or different with respect to such issues as their style, the types of argumentative support employed, the assumptions made about the audience's values and beliefs, likely effectiveness, and so on. (More detail on this provided below.)

The two pieces you choose to compare and contrast can either take opposing positions on the issue under consideration (for example for versus against changes to the marriage laws; supportive or critical of the lock-out laws, etc. etc.) or, alternatively essentially the same position (e.g. they might both be in favour of changes to the marriage laws, or both critical of the current lock-out laws, etc. etc.)

For full details of what is required, see the Moodle material for this course.

### Marking criteria

Your work will be assessed by reference to the following criteria

1. The two texts chosen for comparison are appropriate for the task, and relate to the chosen "round".
2. The piece demonstrates a sound knowledge of the methods of analysis outlined in the lectures, readings and tutorials, and an ability to effectively apply these methods.
3. The piece clearly states what are the similarities and/or differences between the two texts in terms of the types of questions outlined in the task description (see above).
4. Conclusions as to differences and/or similarities are convincingly and plausibly backed up by appropriate evidence from the texts themselves (references to relevant words, phrases or other features of the text) and by explanations as to the potential communicative effects of these reference textual elements.
5. The piece is well written, well structured, easy to read, with the discussion organised as a logical and coherent succession of claims and supporting evidence.

6. The writing is free of expression and presentation errors and infelicities. (Note that it is vital to eliminate any such errors of expression. The work will need to be very largely free of such problems if it is to achieve a pass grade - repeated expression and/or presentation errors will result in a fail.)

7. The work is presented according to specification. Links and copies (as appropriate) to the pieces under consideration were supplied and were accessible. (If you don't provide access for the marker to the pieces under consideration, you will receive a fail grade.)

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Tutorial Preparations	10%	Not Applicable	1,2,3
Media Analysis Piece 1	30%	Not Applicable	1,2,3
Media Analysis Presentation	20%	Not Applicable	1,2,3
Media Analysis Piece 2	40%	Not Applicable	1,2,3

## Assessment Details

### Assessment 1: Tutorial Preparations

**Start date:** Not Applicable

**Details:** Media analysis, writing and production tasks to be completed and submitted in advance of each tutorial. Graded against a set of assessment criteria; equivalent to 3000 words.

**Additional details:**

### Assessment 1: advance tutorial preparation tasks - (a minimum of 8 required, including the 4) "compulsories"

10 percent of the total assessment

You must complete and submit in advance to Moodle a **minimum of eight tutorial preparations** (24 hours before the starting time of your tutorial). You must also complete all the **four preps designated as compulsory**. (Failure to complete all this work as specified will result in you received zero for this component and hence in failing the course, since this course requires completion of all assessment tasks.)

**Each week's work must be submitted to Moodle or to the course WordPress site (as indicated) at least 24 hours in advance of the tutorial.** Work submitted later than this, but still by the start-time of the tutorial, will be accepted but with a deduction of marks, should that week's work be graded. Work submitted later than the tutorial start will not be accepted, unless you have an acceptable reason such as a documented illness.

If you are unable to complete the preparation work for a given week on account of a documented illness (or other acceptable reason) then you have a further seven days to complete the task and to submit to Moodle. Obviously you must inform your tutor of your illness and supply the required documentation by email to your course convener. ([mdia2002@unswbmedia.org](mailto:mdia2002@unswbmedia.org))

Details of what is required each week and a submission link will be provided in the Moodle panel for that week's tutorial.

Please note a genuine effort is required for work to count as a submission. Similarly, all questions/tasks for a given week must be completed. You must complete the work on an individual basis - i.e. collaborative/group submissions are not permitted.

### **Marking criteria**

The task(s) selected for marking will receive a grade according to how well they meet the following criteria.

1. demonstrates a sound understanding of relevant readings, seminar notes and/or material presented in lectures.
2. answers/discussion points are well considered and insightful
3. analytical frameworks are accurately and appropriately applied
4. answers provided in grammatical, well expressed language
5. free of spelling, punctuation and other presentation errors

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 2: Media Analysis Piece 1**

**Start date:** Not Applicable

**Details:** Journalistic commentary-style article or pod/vodcast – equivalent to 1500-2000 written words. Graded against a set of assessment criteria; written commentary on article/production piece.

#### **Additional details:**

Assessment 2: Views-journalism comparison piece

(This assessment task is a required element of the course. If you fail to submit this work -you will fail the course.)

#### Part 1

State the journalism "round" which you have chosen and supply links to websites, blogs etc which provide "expert" or "niche" coverage of topics/coverage relating to this "round".

Part 2 - article (1800 - 2000 words)

You should write more in a journalistic than an academic style (see example articles in this Moodle panel for guidance in this.)

In this piece you compare and contrast two views-journalism, opinion pieces on the same topic/issue/debate. ( Obviously they must be from the general subject area you selected as your "round".) In this piece you must provide conclusions, backed up by evidence from the texts themselves, as to whether the pieces are similar or different with respect to such issues as their style, the types of argumentative support employed, the assumptions made about the audience's values and beliefs, likely effectiveness, and so on. (More detail on this provided below.)

The two pieces you choose to compare and contrast can either take opposing positions on the issue under consideration (for example for versus against changes to the marriage laws; supportive or critical of the lock-out laws, etc. etc.) or, alternatively essentially the same position (e.g. they might both be in favour of changes to the marriage laws, or both critical of the current lock-out laws, etc. etc.)

**For full details of what is required, see the Moodle material for this course.**

Marking criteria

Your work will be assessed by reference to the following criteria

1. The two texts chosen for comparison are appropriate for the task, and relate to the chosen "round".
2. The piece demonstrates a sound knowledge of the methods of analysis outlined in the lectures, readings and tutorials, and an ability to effectively apply these methods.
3. The piece clearly states what are the similarities and/or differences between the two texts in terms of the types of questions outlined in the task description (see above).
4. Conclusions as to differences and/or similarities are convincingly and plausibly backed up by appropriate evidence from the texts themselves (references to relevant words, phrases or other features of the text) and by explanations as to the potential communicative effects of these reference textual elements.
5. The piece is well written, well structured, easy to read, with the discussion organised as a logical and coherent succession of claims and supporting evidence.
6. The writing is free of expression and presentation errors and infelicities. (Note that it is vital to eliminate any such errors of expression. The work will need to be very largely free of such problems if it is to achieve a pass grade - repeated expression and/or presentation errors will result in a fail.)
7. The work is presented according to specification. Links and copies (as appropriate) to the pieces under consideration were supplied and were accessible. (If you don't provide access for the marker to the pieces under consideration, you will receive a fail grade.)

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 3: Media Analysis Presentation**

**Start date:** Not Applicable



**Details:** 12-15 minute presentation plus 5 – 8 minutes of discussion i.e. 20 minutes in total. Graded against a set of assessment criteria; written commentary on presentation.

**Additional details:**

Persuasive (views-journalism) piece-to-camera (15%)

(You must complete this activity. Failure to submit will result in you received a fail for the course.)

Once in weeks 11 through 13 you will be scheduled to produce and record, during the tutorial, a persuasive piece-to-camera.

While this will be an individually scripted piece, you will finalise your script and record it on phone, tablet or laptop during the tutorial, with the support of your "production team" (typically three members.)

For the tutorial during which you are scheduled to produce your piece, you must come **prepared with an already written script** - for a piece of around five minutes (between 4 minutes 30 seconds and 5 minutes 30 seconds). This will be for an opinion piece by you on an issue/topic **associated with your chosen journalistic "round"**. (For information on this "round" see the course overview above - and to be explained and discussed during the early lectures and tutes.)

In this piece you should seek to argue convincingly for a particular viewpoint. You should attempt to come up with something original and fresh by way of a persuasive take on the topic - i.e. try to avoid repeating the same arguments as will already have already been advanced in published or broadcast material. At least come up with a novel and engaging way of arguing this case. Of course, it will be great if you can identify a topic to be persuasive about which hasn't been covered at all previously, or has received only minimal media attention. (This is up to you, of course. Just ensure that you come up with something original if you do choose to deal with a topic which has been dealt with extensively before.)

**For full details of what is required, see the course Moodle site**

Grading will be by reference to the following criteria

1. The issue addressed is timely, interesting and falls within the subject area of the presenter's chosen "round".
2. The piece is original and fresh either in its subject matter, argumentative approach or in the manner of presentation
3. The argument is coherent, logically structured and well-founded, avoiding being inappropriately "emotive" and avoiding supporting or relying on prejudiced, discriminatory or stereotyping beliefs and values.
4. The piece avoids the use of egregiously unwarranted or obviously unsound "logical fallacies" (to be discussed during the course.)
5. The argument is presented in a lively and engaging manner
6. The piece is well delivered and easy to follow/comprehend - i.e. the presenter enunciates clearly, has an appropriate gaze (i.e. directly to the camera), speaks at an appropriate speed, with appropriately engaging intonation, and without too many hesitations or false starts.

7, The recording is technically OK - i.e. at an appropriate, consistent volume; camera steady; with the presenter always easy to hear; without excessive background noise, and so on..

**Turnitin setting:** This is not a Turnitin assignment

#### **Assessment 4: Media Analysis Piece 2**

**Start date:** Not Applicable

**Details:** Journalistic commentary-style article or pod/vodcast – equivalent to 2000-2500 written words. This is the final assessment task. Graded against a set of assessment criteria; written commentary on article/production piece.

**Additional details:**

#### **Assessment 4: Opinion Piece + Self Analysis**

(40 percent)

(This is a required element of the course. Failure to complete this task will result in you failing the course.)

This task has two components.

Instructions Part 1. Firstly you produce an opinion piece (views-journalism persuasive commentary of between 800 and 1000 words) on a topic drawn from the subject area of your chosen round. (See the course Moodle site for full details of what is required here.)

Instructions Part 2. You then produce the analysis of your own package (900 - 1000 words). (See Moodle site for full details. you must supply insights and conclusions around the following types of issue. You should attend carefully to these questions when preparing your discussion. **Your work will be graded by reference to how well you addressed these issues.**

#### **Marking criteria**

##### **Opinion Piece**

1. The opinion piece and self-analysis provide evidence of significant background research and reading/viewing relevant to the rounds area under consideration. There is clear evidence that the writer has a knowledge of how the media more widely deals with this subject area - i.e. their knowledge is not confined to a reading/viewing of just a few items. In the opinion piece, all necessary background material is provided so as to adequately contextualise and explain the issue.

2. Given the indicated intended outlet and audience, the opinion piece is potentially publishable on account of, for example, the timeliness, novelty, significance, topicality of the issue it deals with. (**failure to specify the intended audience/outlet will result in a significant loss of marks**). It is also lively and engaging throughout, on account of, for example, the writing style, the material covered, the comparisons made, the novelty of the insights/observations offered, and so on.

3. The opinion piece offers an original, fresh and currently relevant take on the issue under consideration - i.e. doesn't just repeat and rehearse essentially the same information and/or arguments advanced

elsewhere in the media or social media. It thereby has something worthwhile and new to contribute by way of an argument. (Pieces which lack this required originality, freshness and current interest value will receive lower grades - on account of thereby not being publishable).

4. The supporting arguments and evidence are well-founded, plausible and would have the potential to influence the intended audience. Key claims/contentious assertions are adequately backed up with appropriate justifications/grounds. Any evaluative presumption is not likely to be too alienating/annoying to an unlike-minded or uncommitted reader. As appropriate, key potential counter arguments have been recognised and effectively refuted.

5. The opinion piece is written in a stylistically appropriate manner (given the intended audience/outlet), so as to be easy to read, with the arguments following in a coherent and cohesive manner - i.e. likely to hook and maintain the interest of a casual reader.

6. The piece is free of grammatical, expression, spelling and other presentation errors. It has been produced and submitted according to specification.

### **Self Analysis Piece**

1. The self-analysis piece demonstrates a sound knowledge of, and effectively applies, the approaches to analyses of journalistic persuasiveness developed during the course.

2. The self analysis effectively and systematically addresses the issues outlined in the instructions as to the conduct of the analysis (i.e. questions around the opinion piece's central claims; around the assumptions associated with key justifications offered, around assumptions about the author's and intended reader's world view, and so on - see "Instructions Part 2" above.)

3. The conclusions reached on these and any other issues are clearly presented and convincingly and plausibly backed up by appropriate evidence from the opinion piece text itself (by references to relevant words, phrases or other features of the text) and by explanations as to the potential communicative effects of these referenced textual elements.

4. The analysis piece is engaging, well written, well structured, easy to read, with the discussion organised as a logical and coherent succession of observation, conclusions and supporting evidence.

5. The style of writing is appropriate and the language is free of expression and presentation errors and infelicities.

6. The work is presented according to specification.

**Turnitin setting:** This is not a Turnitin assignment

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-integer percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## **Resources**

### **Prescribed Resources**

Supplied course notes

As wide a range as possible of media texts

### **Recommended Resources**

N/A

### **Course Evaluation and Development**

A student evaluation of the course will be conducted, along with some "focus group"-style surveying

### **Image Credit**

Bodies & Interfaces 2016

### **CRICOS**

CRICOS Provider Code: 00098G