

SCRN1000: Media Literacy

Callaghan and Newcastle City Precinct

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.

OVERVIEW

Course Description	So many of the defining moments in our lives are accompanied by an experience with the media or have grown out of our relationship with the media. The media are a central part of how we live, work and play. This course provides an interdisciplinary framework for the analysis of our complex relationship with diverse forms of media. It will introduce you to a range of analytical approaches to the study of film, media and culture, and their application to specific texts, situations and events.
Academic Progress Requirements	Nil
Requisites	This course replaces FMCS1000. If you have successfully completed FMCS1000 you cannot enrol in this course.
Contact Hours	Callaghan Lecture Face to Face On Campus 1 hour(s) per week(s) for 12 week(s) starting Week 1 Workshop Face to Face On Campus 1 hour(s) per week(s) for 12 week(s) starting Week 1 Newcastle City Precinct Lecture Face to Face On Campus 1 hour(s) per week(s) for 12 week(s) starting Week 1 Workshop Face to Face On Campus 1 hour(s) per week(s) for 12 week(s) starting Week 1
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan and Newcastle City Precinct Dr Rebecca Beirne Rebecca.Beirne@newcastle.edu.au (02) 4921 5081 Consultation: By appointment - see Canvas website.
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Humanities Creative Industries and Social Sciences Social Sciences Building Callaghan HCISS@newcastle.edu.au +61 4985 4500 School of Humanities Creative Industries and Social Sciences NU Space, Level 4 409 Hunter Street Newcastle HCISS@newcastle.edu.au +61 4985 4500

SYLLABUS

Course Content	<ul style="list-style-type: none">• A range of different approaches to film, media and cultural studies will be introduced through the interdisciplinary study of a series of thematic modules.• The course will examine such topics as:• Fandom and consumption;• Political narratives;• Transmedia distribution platforms;• Social media; and• other contemporary topics.
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Recognise theoretical, conceptual and methodological frameworks for the study of film, media, and culture.2. Apply these analytical frameworks to specific texts, situations, and events.3. Identify the roles of film and media in contemporary culture and in individual lives.4. Illustrate how film and the media represent important aspects of contemporary culture.
Course Materials	<p>Lecture Materials:</p> <p>Lecture slides will be placed on Canvas shortly prior to the lecture. While lectures are recorded there is a lot of interactive material that is not picked up by the microphone so it is recommended that you attend in person to get the most out of the course. You are welcome to attend either the City Campus or Callaghan lectures so if you cannot make your scheduled lecture please attend the other one.</p> <p>Required Reading:</p> <p>All readings are available online via the Library Course Readings page for SCR1000. There are no required books or reading packs to purchase.</p>

SCHEDULE

Week	Week Begins	Readings	Topic	Comments
1	26 Feb	N/A	Introduction to media literacy	This week we will go over the fundamental tenants of media literacy and why it is so important to have skills in media literacy. This will set you up for all the weeks to come.
2	4 Mar	Read Hall 'The work of representation'	Representation and stereotyping	The first week you can submit an online learning activity (OLA). You can select six out of a total of 10 options: wks 2-11. This week you could, for example, apply one idea from the Hall reading to a specific example from your regular media consumption.
3	11 Mar	Read 'From Sissies to Secrecy', 'Still Looking' and 'The Hollywood Production Code'.	Case study: LGBT representation	For this week's OLA you could analyse an example of contemporary LGBTQIA+ representation in historical context as outlined in the readings.
4	18 Mar	Read 'Active Audiences' and investigate the hypodermic needle theory of mass media consumption. Try finding a variety of kinds of sources while investigating, for example: an academic journal article, a website and a YouTube video.	Audiences	Workshop on academic research and reading strategies. This week's OLA could consider a particular audience group in light of one of the theories of mass media consumption.
5	25 Mar	Read 'Consumption'. Browse Youtube programming for kids and explore one children's media franchise (e.g. Paw Patrol, PJ Masks, Pokemon, Minecraft etc.) How does the commercial nature of the media influence these media texts for kids?	Commerce and transmedia	Workshop on writing entries for an annotated bibliography. This week's OLA could explore a media franchise in relation to the discussion of media corporations from the lecture.
6	1 Apr	Read 'Fandom as Participatory Culture.' Investigate a popular cultural fandom and determine the number and range of products available to its fans.	Case study: fans and fandom	Check in re final stages of synthesising and editing the annotated bibliography. This week's OLA could explore the fandom products found in relation to a point from the reading.
7	8 Apr	Read Bignell 'Realism and Reality Formats' (in 'A Companion to Reality Television: Theory and Evidence,' ed. Ouellette, pp. 97-115).	Media and the real	Annotated bibliography due by Friday, 11:59pm. This week's OLA could interrogate how the real is constructed in one reality franchise.
Mid-Semester Recess				
Mid-Semester Recess				
8	29 Apr	Gibson and McAllister, 'New media, elections and the political knowledge gap in Australia' pp. 337-340 (don't read data and measurement section on 340), 343-344	Political media	Guidance will be provided as to how to apply your learning from the annotated bibliography to the media research report. This week's OLA could use self-

		(from media and the internet header), 347-349 (discussion section).		reflexive techniques to evaluate Gibson and McAllister's observations.
9	6 May	Read pages 210-226 of The Documentary Form. Watch two documentaries. Note down the techniques they are using to convey their messages.	Case study: Documentary	Make sure you bring the notes about the documentaries you've viewed to workshops. This week's OLA could assess what kind of documentary one of their chosen viewings in, based on the discussion in The Documentary Form.
10	13 May	Read pages 1-16 of Critical Thinking Skills and make a list of skills you could work on improving.	Fake news	Bring your list of critical thinking skills to improve on to class for a hands-on workshop on spotting fake news. We will start talking about gathering and verifying media sources for the final assignment.
11	20 May	Read 'Navigating the post-truth debate' and use your critical thinking skills to evaluate the arguments.	Post truth and the media divide	In addition to discussing the world 'post-truth', we will work on understanding different argument forms and techniques. This will be very helpful for analysing the arguments found in your sources for the final report.
12	27 May	Read excerpt from Social Media, Interactivity and Participation and 'Is social media bad for you?'	Case study: Do I live in an Echo Chamber?	Report due by Friday, 11:59pm. There will be opportunities in the lectures and workshops this week to ask questions and receive advice on the final assignment.
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online Learning Activity	11.59pm 2 days after your enrolled workshop, addressing the material in six of the following ten weeks: wk 2, wk 3, wk 4, wk 5, wk 6, wk 7, wk 8, wk 9, wk 10, wk 11	Individual	30% (6x5%)	1, 3
2	Annotated Bibliography	Friday 12 April 11:59pm (week 7)	Individual	30%	1, 2
3	Report	Friday 31 May 11:59pm (week 12)	Individual	40%	1, 2, 3, 4

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

If you have a medical issue, hardship or other documentable circumstance please submit a request for extension directly to the Special Consideration portal, you do not need to contact Rebecca first. If there are other issues delaying your ability to submit the assignment on time, please do email me and set up a time to speak. If possible, please do this ahead of the due date.

Assessment 1 - Online Learning Activity

Assessment Type	Online Learning Activity
Purpose	Developing skills in media analysis.
Description	This assignment asks you to conduct critical reflection on one idea from a reading or the lecture and apply it to your own media example. Briefly write this up. The format relatively informal but do make sure that you always acknowledge *all* your sources and write in a style that clearly communicates your observations. Any copy and pasting that is not very clearly acknowledged will earn an automatic zero for the task for that week. These need to be submitted by midnight two days after your workshop (so Monday students on Wednesday before midnight, Wednesday students on Friday by midnight, and Friday students on Sunday by midnight). You will not have one due in the first or last weeks, and may select six weeks from any of the other weeks. This is to allow for people being sick or other conflicts so do plan it out carefully and don't just leave it to the final possible six weeks.
Weighting	30% (6x5%)
Length	1500 words total (250 words x 6 entries)
Due Date	11.59pm 2 days after your enrolled workshop in six of the following weeks: wk 2, wk 3, wk 4, wk 5, wk 6, wk 7, wk 8, wk 9, wk 10, wk 11
Submission Method	Online See submission portals on Canvas assessment page.
Assessment Criteria	Please see Canvas for detailed criteria.
Return Method	Online
Feedback Provided	Feedback will be given in two batches. Rubric and additional written feedback will be provided for the first two entries, the subsequent four entries will receive rubric-based feedback. If you would like more extensive feedback or specific guidance as to how to improve please make an appointment to see Rebecca who is always happy to help those keen to improve their work.

Assessment 2 - Annotated Bibliography

Assessment Type	Written Assignment
Purpose	The goal is for you to hone your research skills, your reading skills, and ability to concisely evaluate pieces of research. Being able to do an effective annotated bibliography will improve the research component of your essays and reports in an ongoing way.
Description	An annotated bibliography is a compilation and examination of your research. Students will be asked to: demonstrate capacity to undertake academic research; identify and discuss key issues and critically analyse academic research.
Weighting	30%
Length	1000 words
Due Date	Friday 12 April 11:59pm (week 7)
Submission Method	Online Please submit to the Turnitin link.
Assessment Criteria	Please see Canvas for detailed criteria.
Return Method	Online
Feedback Provided	Online - 3 weeks after due date.. Rubric feedback will be provided against the criteria. If you would like more extensive feedback or guidance as to how to improve please make an appointment to see Rebecca who is always happy to help those keen to improve their work.

Assessment 3 - Report

Assessment Type	Report
Purpose	This assignment assesses core media literacy skills essential to our information-rich world.
Description	Conduct research into the media reporting of one specific controversial issue, and conduct fact checking of at least 6 articles about it. These must all be dated post June 2023. Make sure you give detailed justifications for your data and enable your reader to find all sources you have used. Reflect on your investigative process and determine how you would go about finding verifying the accuracy of a piece of writing.
Weighting	40%
Length	1000 words
Due Date	Friday 31 May 11:59pm (week 12)
Submission Method	Online

Assessment Criteria
Return Method
Feedback Provided

Please submit to the Turnitin link.
Please see Canvas for detailed criteria.
Online
Online - 3 weeks after due date. Rubric feedback will be provided. If you would like to receive additional written feedback, please clearly indicate this at the top of the first page of your assignment.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Workshop (Method of recording: Students will be checked off against an enrolment list each week.)

If you are at risk of missing more than two classes, please speak to Rebecca to find out if you can do some make-up work.

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Announcements will be made in lectures and workshops, on Canvas and also via email. Please make sure you regular access these channels.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

As a result of student feedback, the following changes have been made to this offering of the course:

- Some students found some of the assessment formats (annotated bibliography, report) quite new and thus challenging. Learning how to do these forms of assessment,

however, as important to developing your research, referencing, synthesising and writing skills. So instead of removing these assessments I have structured in a number of opportunities to develop these kinds of skills and learning in-class and through opt-in targeted workshopping.

Oral Interviews (Vivas) As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

© 2024 The University of Newcastle, Australia