



UNSW Course Outline

MDIA1091 Media, Society, Politics - 2024

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General Course Information

Course Code : MDIA1091

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of the Arts and Media

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Note: The course code for this course was previously ARTS1091

To intervene in media – to communicate clearly or change people's minds – you need to

understand how media actively shapes and reflects social and political forces in our daily lives. In this course, you will learn and apply media studies frameworks for understanding the power dynamics between audiences, symbolic resources for communication, institutional regulations, and the experiential qualities of different mediums. You will be asked to critically reflect on your own media practices by actively engaging with media tools and infrastructures as you study the ways socio-political norms are challenged or reproduced through the media. How have historical shifts and continuities in the mediascape informed the ways socio-political processes are understood and practiced in global and local contexts? How has the contemporary commercial, technological and regulatory mediascape impacted the roles of media professionals, politicians, and everyday media users? You will develop a foundational tool-kit for analysing media experiences, sites of social belonging, and informational diets, helping you to better understand your roles as up-and-coming communications professionals, and participants in the socio-political realities of media life.

Course Learning Outcomes

| Course Learning Outcomes |
|---|
| CLO1 : Identify the different dynamics, tensions and dimensions of various Media Studies frameworks to form a foundational map of different conceptual approaches in the field. |
| CLO2 : Apply Media Studies approaches and concepts to real world contexts to gain productive insights on the relationship between media, society and politics. |
| CLO3 : Demonstrate the capacity to develop competencies and skills in communication, creative use of digital tools, and critical thinking and research - which are essential transferable skills required in the media/communications sector. |

| Course Learning Outcomes | Assessment Item |
|---|--|
| CLO1 : Identify the different dynamics, tensions and dimensions of various Media Studies frameworks to form a foundational map of different conceptual approaches in the field. | <ul style="list-style-type: none"> • Class Mentor's Pitch • Reflective Learning Journal • Essay |
| CLO2 : Apply Media Studies approaches and concepts to real world contexts to gain productive insights on the relationship between media, society and politics. | <ul style="list-style-type: none"> • Class Mentor's Pitch • Reflective Learning Journal • Essay |
| CLO3 : Demonstrate the capacity to develop competencies and skills in communication, creative use of digital tools, and critical thinking and research - which are essential transferable skills required in the media/communications sector. | <ul style="list-style-type: none"> • Class Mentor's Pitch • Reflective Learning Journal • Essay |

Learning and Teaching Technologies

Moodle - Learning Management System

Assessments

Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|--|--------|---|
| Class Mentor's Pitch Assessment Format: Individual | 20% | Start Date: Not Applicable Due Date: Not Applicable |
| Reflective Learning Journal Assessment Format: Individual | 30% | Start Date: Not Applicable Due Date: Not Applicable |
| Essay Assessment Format: Individual | 50% | Start Date: Not Applicable Due Date: 15/11/2024 11:50 PM |

Assessment Details

Class Mentor's Pitch

Assessment Overview

Students will be assigned one week in the term to deliver an entertaining and clearly argued five-minute pitch on the relevance of a particular week's topic for better understanding some aspect of media, society, politics.

Feedback via LMS

Course Learning Outcomes

- CL01 : Identify the different dynamics, tensions and dimensions of various Media Studies frameworks to form a foundational map of different conceptual approaches in the field.
- CL02 : Apply Media Studies approaches and concepts to real world contexts to gain productive insights on the relationship between media, society and politics.
- CL03 : Demonstrate the capacity to develop competencies and skills in communication, creative use of digital tools, and critical thinking and research - which are essential transferable skills required in the media/communications sector.

Detailed Assessment Description

In our first tutorials of the term we will assign weeks for everyone's pitch assessment.

Choose one conceptual point from the readings and one real-world example to present on how/ why the week's topic is significant for deepening our understanding of a social and/or political phenomenon.

You are invited to draw upon your own experiences, and any media texts / events you have encountered in the countries where you have lived or traveled.

Share one critically informed question for discussion time that will challenge your audience to delve into the complexities of the key ideas.

In the discussion that follows, you peers will share documented feedback and critical talking points which will go towards your work on assessment two, the Reflective Learning Journal.

Please see Moodle for a detailed Assessment Brief that explores the details of this assessment in depth.

Assessment Length

Five minutes

Submission notes

Please submit the dot point overview of your pitch, a reference list, and your key critical question to TurnItIn 24 hours before you present.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Please see our Moodle site for important information on how to use AI responsibly for this course.

Reflective Learning Journal

Assessment Overview

Students submit two reflective learning entries about their engagement with non-graded

teamwork in class, and how this has informed their use of course concepts (500 words each, due two weeks after their Class Pitch).

Feedback via LMS

Course Learning Outcomes

- CL01 : Identify the different dynamics, tensions and dimensions of various Media Studies frameworks to form a foundational map of different conceptual approaches in the field.
- CL02 : Apply Media Studies approaches and concepts to real world contexts to gain productive insights on the relationship between media, society and politics.
- CL03 : Demonstrate the capacity to develop competencies and skills in communication, creative use of digital tools, and critical thinking and research - which are essential transferable skills required in the media/communications sector.

Detailed Assessment Description

In week one of term we will discuss a set of learning skills that will inform how you approach and track your progress via the written entries of this learning journal.

From this initial discussion, choose a set of specific learning abilities you would like to enhance over time. Use both your first assessment (the pitch), and your support of your peers in class discussion time as opportunities to reflect on how you are experiencing and practicing these skills.

The reflective learning journal will be composed of:

- A list of learning skill development goals that you have chosen as personally relevant and meaningful to you
- Two entries, each 500 words (a total of 1000 words)
- The completion of a self-assessment rubric (where you assess your own skill development - please note this is an exercise in self reflection. It is not going to be the official assessment of the task, which will be conducted by the teaching team).

Entry One (500 words):

You will write an entry about how the peer responses to your pitch have deepened or challenged your informed perspectives on that week's key concepts.

Entry Two (500 words):

You will reflect on how your own engagement in peer feedback and tutorial discussion time has informed your relationship to the learning skills that are your focus for this journal.

Please see the Moodle page for the final Rubric template you will then use to reflect on how you have experienced and practiced your chosen set of learning skills throughout the above processes.

Please also consult the detailed Assessment Brief document available there to effectively address this learning activity.

Assessment Length

1000 words

Submission notes

Submit your journal to TurnItIn two weeks from the date of your pitch presentation (assessment one).

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Essay

Assessment Overview

A 2000 word essay developed from a question outlined on our subject Moodle page.

Feedback via LMS

Course Learning Outcomes

- CL01 : Identify the different dynamics, tensions and dimensions of various Media Studies frameworks to form a foundational map of different conceptual approaches in the field.

- CLO2 : Apply Media Studies approaches and concepts to real world contexts to gain productive insights on the relationship between media, society and politics.
- CLO3 : Demonstrate the capacity to develop competencies and skills in communication, creative use of digital tools, and critical thinking and research - which are essential transferable skills required in the media/communications sector.

Detailed Assessment Description

Please review the Assessment Brief on the subject Moodle page for details. You will be asked to interact with AI in a very specific way in order to complete this task. We will workshop the essay and carefully unpack best practice with AI during tutorials held in the lead up to the due date.

Assessment Length

2000 words

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Please carefully review the instructions in the Assessment Brief on how to interact with AI in order to produce this essay. You are asked to engage with ChatGPT in a very specific way that will be transparent and visible to the teaching team.

General Assessment Information

Grading Basis

Standard

Requirements to pass course

Please Note: All marks are provisional until they have been formally confirmed by the Faculty Academic Quality Committee at the conclusion of each term. Marks may be subject to change for various reasons including the application of late penalties, moderation and the application of academic misconduct penalties. Assessments must be successfully submitted by the specified due date and time, or it will be deemed late, and a penalty applied. It is the responsibility of each individual student to ensure that any work is successfully submitted by the deadline, and in its correct format/version. **Please be aware that ALL assessment tasks are required course components. You MUST attempt each task in order to pass the course. Failure to complete any of these tasks will result in a failure of the entire course, even if your results in the other two tasks might add up to a numerical passing grade.**

Course Schedule

| Teaching Week/Module | Activity Type | Content |
|--------------------------------------|---------------|---|
| Week 0 : 2 September - 8 September | Activity | O-Week Moodle Activity: Getting to Know You Share a post on our course jukebox! Your posts will form the soundtrack for our lectures. |
| Week 1 : 9 September - 15 September | Topic | Medium Theory: How we think with media |
| | Tutorial | In our first tutorials we schedule your pitch presentations (Assessment One) and explore how to effectively prepare for your reflective learning journal (Assessment Two). |
| Week 2 : 16 September - 22 September | Topic | Prosumers and Audience Studies |
| | Tutorial | Our first pitch presentations (Assessment One) begin this week! If you're not presenting, start making notes on your feedback process as a peer - this will help you prepare for Assessment Two. |
| Week 3 : 23 September - 29 September | Topic | Textual Analysis: Networked Symbolic Resources |
| | Workshop | The second half of this week's lecture will be an interactive workshop co-facilitated with an Academic Literacy Developer and focused on Assessment Two, the reflective learning journal. |
| Week 4 : 30 September - 6 October | Topic | Political Economy of the Media: Platform Business and Journalism |
| Week 5 : 7 October - 13 October | Topic | Algorithmic Bias, Social Injustice and Resistance |
| | Lecture | Lecture Adjustment: Due to public holiday, this will be pre-recorded and available on Moodle from Monday 7th. |
| | Tutorial | Students in Monday Tutorials: Options are made available to a). attend live videoconferencing tutorials run on Thursday 10th from 10:30 to 11:30am OR b). book your attendance at an in-person tutorial on Tuesday or Wednesday (limited places available). Make plans for the option that best suits you in advance and let your tutor and the convenor know your plans. |
| Week 6 : 14 October - 20 October | Other | Flex Week |
| Week 7 : 21 October - 27 October | Topic | An Introduction to AI and Politics |
| Week 8 : 28 October - 3 November | Topic | Ideology Online: Self as Social Media Subject |
| | Workshop | The second half of this lecture will be an interactive workshop co-facilitated with Academic Literacies Developer, focused on your final assessment, the essay. |
| Week 9 : 4 November - 10 November | Topic | Affordances and Socio-Political Belonging |
| Week 10 : 11 November - 17 November | Topic | Frames of Meaning: Shaping News Stories |

Attendance Requirements

School of the Arts and Media mandatory attendance requirements

The School of the Arts and Media recognizes that to equip students with UNSW Graduate Capabilities to be Scholars, Professionals, Leaders, and Global Citizens, it is vital to ensure regular attendance. Only through ongoing engagement with peers can students develop effective skills to communicate, collaborate with, and lead others, including the ability to negotiate cultural differences and the awareness to act ethically and respectfully around others. Furthermore, only in the classroom will students be able to voice their opinions, hear those of others, engage in debate to develop their knowledge, and learn first-hand from world experts in their field of study.

The School has a minimum attendance requirement of 80% for all non-lecture classes (tutorials, seminars, workshops, etc). Failure to meet the minimum attendance requirement will result in

an Unsatisfactory Fail (UF) for the course regardless of performance on assessment tasks or other requirements for the course.

A student may be advised by the Course Convenor to withdraw from the course if they have already missed more than 20% of classes by the term census date. Students may also be refused final assessment if they have not met attendance requirements at the end of term.

An artefact of student attendance will be recorded by tutors and kept by the School. If a student has legitimate, documented explanation for absences (including adjustments provided by Equitable Learning Plans), the Course Convenor may choose to prescribe supplementary tasks in lieu of attendance.

Mandatory attendance requirements for SAM courses are aligned with these Program Learning Outcomes:

Bachelor of Arts (3409)

- 4. Collaborate effectively with others and engage sensitively with diverse cultural perspectives.
- 5. Communicate and debate complex ideas in a range of different contexts using a variety of suitable media.
- 8. Act ethically, respectfully and responsibly.

Bachelor of Media (3341)

- 2. Critically analyse the evolving media landscape in relation to historical, social, political, material and theoretical contexts, including settler colonialism
- 5. Deploy a critically informed approach to ethics, justice, and social engagement in media practices, industries, and contexts.
- 7. Collaborate effectively with local and international communities of practitioners across media contexts.

Bachelor of Fine Arts (4830)

- 4. Communicate complex ideas about art and culture using coherent methods for a variety of audiences.

6. Contribute to contemporary creatives fields through self-reflexive, ethical, and sustainable practices that incorporate principles of equity, diversity, and inclusion.
7. Employ professional practice principles to realise independent and collaborative initiatives.

Master of Communication and Journalism (8232)

4. Investigate and analyse issues and, through a range of media, articulate their complexities to a range of specialist and non-specialist audiences
6. Act ethically, respectfully, and responsibly in the context of professional and regulatory frameworks
7. Collaborate effectively with others

Master of Public Relations and Advertising (8281)

4. Shape nuanced, media-aware communication strategies and tactics for a range of specialist and non-specialist audiences
6. Act ethically, respectfully, and responsibly in the context of professional and regulatory frameworks
7. Collaborate effectively with others

General Schedule Information

Lecture Structure:

Our lectures will be organised in three parts.

- The first 80 minutes will be focused on the course concepts for the week
- Followed by 10 to 15 minutes for a student-led social activity with opportunities for course feedback/collaboration
- The remainder of the session will be interactive workshopping of learning skills and assessment tasks, with opportunities for Questions and Answers. If you live more than an hour by public transport from university and would like to make the most of the interactive live features of this learning activity, please contact the course convenor in advance of the trimester.

Tutorial Structure:

From week two onwards, your tutorials will include group feedback and discussion tasks (part of assessments one and two). As a student peer offering feedback and contributions to class discussions, you will be required to upload a minimum of one post and one comment on your Tutorial Padlet Wall, which will form the digital artefact for recording your mandatory attendance and participation in tutorials.

Public Holiday (Labour Day, October 7th): Week 5 Lecture and Tutorials Reorganised

As this public holiday falls on a Monday, our lecture won't be held in person for week five of term. Instead, a pre-recorded lecture will be made available on Moodle from Monday 7th. This will include an interactive online feature, so if you have any questions or ideas you wish to explore in relation to that week and/or the assessments, you have the space for discussion, feedback and queries with the convenor.

Students who are enrolled in Monday tutorials will form online **videoconferencing classes** from **10:30 to 11:30am on Thursday 10th**. This will ensure that students interested in the topic can deliver their assessment one pitch in that week.

For those students who are unable to make this adjusted online timeslot, you have **the option to book in-person attendance in a class running on Tuesday or Wednesday of week 5, with limited places available** (please note, this avenue is NOT available for students who are delivering their Assessment One pitch). We will our best to accomodate everyone's timetable needs while following the room capacity and scheduling needs of each tutorial.

If neither of the above avenues are available to you, please email the course convenor and your tutor to let us know in advance that these times clash with other study/work commitments. We understand that this arrangement may not be available for everyone, and will note any information about timetable clashes to ensure this doesn't impact your attendance record for the week.

Course Resources

Prescribed Resources

All learning support resources and readings are available via our subject Moodle page.

Recommended Resources

All learning support resources and readings are available via our subject Moodle page.

Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|---------------|-------|----------|-------|--|-------------------------------------|-----------------|
| Convenor | Tara McLennan | | | | Please see Moodle for my available consultation hours. | Yes | Yes |

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition,

artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain

committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

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

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special](#)

[Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School Contact Information

School of the Arts and Media

Location: Room 312, Level 3 Robert Webster Building

Opening Hours: Monday -Friday, 9am - 5 pm

Email: sam@unsw.edu.au

Phone: +612 9385 4856

web: <https://www.unsw.edu.au/arts-design-architecture/our-schools/arts-media>