

Victoria University of Wellington

Media Studies

School of English, Film and Theatre & Media

MDIA 101 - Media: Texts and Images

18 points (3/3)

Outline 2006-07

Contact Details

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Media Studies
School of English, Film and Theatre
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Consultation

Teaching staff will be available for a period of general consultation each week: times will be announced during the first week tutorials.

Lectures

Thursday 1-3pm in Murphy LT 102

Tutorials

Commence in **week one**. Rooms & times TBA at the first lecture.

Set Text

A course reader will be available in the first lecture.

Recommended (and on Reserve)

Branston G & Stafford R (2003) *The Media Student's Book* Routledge London

Danaher G et al (2001) *Understanding Foucault* Sage London

Schirato T & Yell S (2000) *S Communication and Cultural Literacy: an Introduction* 2nd Edition Allen & Unwin

Schirato T & Webb J (2003) *Understanding Globalization* Sage London

O'Shaughnessy, M (2002) *Media and Society: an Introduction* 2nd Edition OUP

Webb J et al (2002) *Understanding Bourdieu* Sage London

Course Description

Media 101 provides an introduction to techniques of scholarship and textual analysis, specifically with regard to the ways media texts can be described, read and contextualised: it covers the basic literacies that will be required of students within the media studies program. The concepts to be covered include sign, text, communication and culture, scholarship, analysis, cultural fields, media literacy, genre, narrative, discourse, medium and ways of seeing.

Course Aims & Objectives

- To introduce students to, and enable them to learn to develop and practice, techniques of scholarship and textual analysis.
- To help students develop written, spoken and visual communication literacies.
- To introduce students to, and enable them to acquire a practical familiarity with, the concepts of sign, text, communication and culture, scholarship, analysis, cultural fields, media literacy, genre, narrative, discourse, medium and ways of seeing.
- To introduce students to, and develop their literacy with regard to, media narratives and genres.
- To equip students with an introductory theoretical framework in relation to the above so as to prepare them for more advanced and specialised studies of media contexts and texts.

Assessment

1. Essay

Value: 30%

Length: 1500 words in length

Due 5.00 pm, Thursday 21st December (Drop Box at Media Studies Office)

The essay covers material dealt with in lectures 1 to 4 (inclusive).

2. Oral Presentation

Value: 20%

Length: 5 minutes

Assessed in tutorials weeks 8-10

Presentations assessed on skills dealt with & workshopped in the tutorial in week 7. Topics are to be chosen by & vetted by week 6.

3. Take-home Exam

Value: 50%

Length: 4 short essays of 500 words each & covers material dealt with in weeks 5 to 11 (inclusive).

Due 4.00 pm, Thursday 15th February (Drop Box at Media Studies Office)

The take-home exam will be made available in the lecture in week 11.

Extensions and Late Essays

Extensions can be given by your tutor, but only in exceptional circumstances. If you feel you may need an extension, speak with your tutor as soon as possible, providing relevant documentation where appropriate (a doctor's certificate, a note from a counsellor). Late Essays without an extension will be penalised at the rate of 1% of the assessment mark achieved per day.

Assessment Criteria

A+ (85-100%)

Excellent work showing sophisticated and independent thought. Superior analysis, comprehensive research, good theoretical or methodological understanding and impeccable presentation.

A (80- 84%)

Work is distinguished by their clarity of thought and argument. Question is answered skilfully, is meticulously structured and the argument is convincing. Demonstrates sophisticated comprehension of the topic, a familiarity with scholarship & research in the area, and a clear understanding of related theoretical issues. A high standard of critical analysis. Presentation and organization are excellent with correct use of citation conventions when required.

A- (75- 79%)

Work of a high standard: ideas could be of 'A' quality material but the overall effect was undermined by limitation or inconsistency in one area. It could also be 'A' material that was flawed by the quality or consistency of its technical presentation, research support, or theoretical understandings. Demonstrates independent thought, good writing skills, effective selection/structuring of material, and a general clarity and sense of purpose.

B+ (70% - 74%)

Work which exhibits a good standard of research and of writing. Contains some perceptive analysis, and effective research, preparation and planning. This work may demonstrate insight and perception but this standard is not maintained through the whole work. The argument, technical quality, and other elements may be inconsistent in quality. May require greater integration of theoretical or empirical analysis. Demonstrates some independence of thought.

B (65% - 69%)

Consistently good work and still above average. May demonstrate strong analysis, theoretical reading or contextual knowledge, but without integrating these elements into a balanced argument. May be well researched and documented but in the 'B' range there could well be a deficiency in some aspect of research or understanding. May have problems with technical presentation, structure, argument and/or research.

B- (60% - 64%)

Good work but may not be consistent and thus falls short of 'B' quality in one or more respects. In this grade area the work will have exceeded the standard expected for passes at this level. Question is satisfactorily answered and has been appropriately informed by research, but there is less attention to the detail and complexity of issues. There may be problems with the essay structure, the writing style, the selection of material or the argument. There may also be problems with presentation, expression, and grammar.

C+ (55% - 59%)

The essay is limited in achievement due to an overall incapacity for independent research or thought – hence it will tend to demonstrate a reliance on lecture material. Work in the C range will have paid insufficient attention to critical sources and not be widely researched. Work in this category may have deficiencies in structure and organization, the quality of argument, and/or the writing style.

C (50% - 54%)

Satisfactory completion of set tasks only. Basic engagement with the subject matter, and lacking in critical analysis or a considered conceptual approach. May be poorly planned and constructed, with serious problems of clarity and expression. May not have used or have acknowledged an appropriate range of sources. May be purely descriptive. There may be some significant problems with writing, research or organization.

D (40% - 49%)

Misses the point of the exercise or has failed to respond adequately to it. The work is deficient in important respects to the extent that it cannot be regarded satisfactory at this level. A 'D' grade essay may contain some elements of attaining a pass grade.

E (0% - 39%)

This category implies that the essay is well below the achievement minimum (in a range of respects) for work at this level. A E essay will demonstrate not one, but several of the 'D' essay's deficiencies - it may be well short of the prescribed length, badly written, poorly conceived, ill structured, hastily prepared, full of technical or other inaccuracies, and/or lacking in even a basic understanding of the concepts.

Presentation of Written Work

All written work must be in an acceptable academic format. Later in this document are two items that you can consult if unsure about the presentation of academic work. These are: 1) the section entitled 'Essay Format, Bibliography and Referencing;' and 2) the page entitled 'Style Checklist.' The deadlines for term work must be strictly observed. If you need an extension beyond the due date for any piece of work, you should apply to your tutor before the due date, providing supporting documentation if possible. Work submitted with an extension will be graded in the normal way.

Late work submitted without an extension will be counted, as long as it is received within one week of the due date. Such work will, however, be penalised and there will be a lack of comments on your assignment. Students who are prevented by illness (or exceptional circumstance) from submitting work during the last three teaching weeks of the course should apply for extensions (see above). However, the University does not permit us to accept any work after the end of the examination period and students who cannot complete their work by this date for medical or similar reasons should consult the aegrotat provisions in the Calendar.

Mandatory Requirements

The minimum course requirements, which must be satisfied, include completion of all in-term assessment pieces by the required date and attending at least 7 of the 11 scheduled tutorials. Failure to satisfy the course requirements will leave you with a fail grade. If you are concerned that you might be unable to meet this deadline see the convenor as soon as possible.

Essay Format, Bibliography and Referencing – Media Studies

Your assignments must incorporate a bibliography and references where appropriate. The following demonstrate appropriate layout for the above essay components. School-specific information on the presentation of essays can be found at at: vuw.ac.nz/seft/documents/guideforseftstudents.doc

1. Sample Bibliography Entries

An authored book:

Elizabeth Jacka and Stuart Cunningham, Australian Television and International Mediascapes, Cambridge: Cambridge University Press, 1996

An edited book or anthology:

Horace Newcomb ed., Television: The Critical View, 5th edn, New York: Oxford University Press, 1994.

An essay from an edited book or anthology:

Tapio Varis, "Trends in International Television Flows," in Cynthia Schneider and Brian Wallis (eds) Global Television, New York: Wedge Press, 1988.

2. Sample Footnotes or Endnotes

An essay in an edited book:

Geoff Murphy, "The End of the Beginning," in Jonathan Dennis and Jan Bieringa eds. Film in Aotearoa New Zealand, (Wellington: Victoria University Press, 1992) 130.

An extract from a single authored book:

Nick Perry, The Dominion of Signs: Television, Advertising and Other New Zealand Fictions (Auckland: Auckland University Press, 1994) 49-56.

3. Using Quotations

If you are using quoted passages there are two different ways they should be presented within your text, depending on the length of the extract. If the quotation is less than three lines long it is best to incorporate it into the surrounding context (that is, your own paragraph) and use quotation marks around it. If the quotation is three lines or longer, it is correct to put it into a paragraph on its own, which if clearly indented does not require quotation marks.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building:

Telephone: 463-6070

Email: disability@vuw.ac.nz

Dr Joost de Bruin (joost.debruin@vuw.ac.nz, 463 6846) is the Disability Liaison Person (DLP) for the Media Studies, Film and Theatre programs. He can be contacted by students who have special needs regarding disability- related issues.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	Staff member	Location
FHSS	Dr Allison Kirkman	Murphy Building, room 407
Law	Kirstin Harvey	Old Govt Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Pde, room 109D
Victoria International	Matthias Nebel	Rutherford House, room 206

The Student Services Group is also available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/

Email: student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building:

Telephone 463 6983 or 463 6984

Email: education@vuwsa.org.nz.

Workloads

The following approximate guidelines for average number of hours per week **including class contact hours** have been recommended for an undergraduate paper:

100-level FY	36 points	12 hours
1-trimester	18 points	12 hours
FY	18 points	6 hours
200-level FY	44 points	15 hours
1-trimester	22 points	15 hours
FY	22 points	7.5 hours
300-level FY	48 points	18 hours
1-trimester	24 points	18 hours
FY	24 points	9 hour

Weekly Program

Legend

L (Lecture) SD (Significant Date)

Week	Week Beginning	Lecture Topics & Significant Dates
1	13th November	L: Communication & Cultural Literacy
2	20th November	L: Sign, Text & Context SD: Essay topic available in lecture
3	27th November	L: Ways of Seeing
4	4th December	L: Language, Sound & the Visual
5	11th December	L: The World as Media Texts
6	18th December	L: Techniques of Meaning Making SD: Oral presentation topics vetted SD: Essay due
Break	19th December to 7th January	No Class
7	8th January	L: The Media as Cultural Field SD: Workshop oral presentations in tutorials
8	15th January	L: Media Texts as Cultural Practices SD: Oral presentations
9	22nd January	L: Media Discourses SD: Oral presentations
10	29th January	L: Media & Subjectivity T: Oral Presentations
11	5th January	L: Recap SD: Take -home exam given out