

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



School of English, Film, Theatre and Media Studies

**MDIA 102 Media, Society and Politics**  
2007 Trimester 2 Course Guide



|                            |  |
|----------------------------|--|
| Tutorial group number      |  |
| Tutorial time and location |  |
| Tutor's name               |  |
| Tutor's e-mail address     |  |
| Tutor's office hours       |  |
| Tutor's office             |  |

## Description

MDIA 102 Media, Society and Politics is an introductory course exploring the role of the media in shaping culture and politics. It focuses on the field of the media through exploration of the inter-relation between technologies, histories, institutions, and practices. The course specifically looks at the development of the mass-media, the control and regulation of media institutions and practices, the ways in which the media shape and contribute to cultural and political debates, and the practice of journalism. It will also assess the impact of current developments such as media convergence, digitization, globalization and the concentration of media ownership. The paper is divided in four parts:

1. Media and society (weeks 1-3)
2. Media industries and institutions (weeks 4-6)
3. Media practices (weeks 7-9)
4. Mediascapes (weeks 10-12)

## Coordination and Teaching

### Convener and lecturer

Dr Thierry Jutel: 42-44 Kelburn Parade,  
Phone: 463-9737  
Room 109  
office hours: Tuesday 1-3  
[thierry.jutel@vuw.ac.nz](mailto:thierry.jutel@vuw.ac.nz)

### Lecturer

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209  
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[anita.brady@vuw.ac.nz](mailto:anita.brady@vuw.ac.nz)

### Assistant Lecturer

Damion Sturm: 42-44 Kelburn Parade, Room  
103  
office hours: TBA  
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[damion.sturm@vuw.ac.nz](mailto:damion.sturm@vuw.ac.nz)

### Guest Lecturer: Dr Sue Abel

[sue.abel@vuw.ac.nz](mailto:sue.abel@vuw.ac.nz)

**Tutors:** TBA

**Tutors' office is** 42-44 Kelburn Parade,  
Room 101

## Course format

The course requires students to attend 1 weekly two-hour lecture (2 streams) and 1 weekly 50-minute tutorial starting week 2.

### Lecture Meeting Times and location

- Stream 1: Monday 5:10-7:00pm Kirk LT 303
- Stream 2: Tuesday 4:10-6:00pm Kirk LT 303

### Tutorials

Tutorials begin on WEEK 2. Please register for tutorials via Blackboard: <https://blackboard.vuw.ac.nz/>. Tutorials will be limited to 15 persons. Please read instructions carefully when signing up for tutorials on Blackboard. Detailed instructions for signing up for tutorials are available on the MDIA102 site on Blackboard – go to Tutorials, and then follow the instructions under the Tutorial Enrolment link. Tutorial rooms will be listed on Blackboard and on the bulletin board in the Media Studies Office, 42-44 Kelburn Parade.

## Learning Aims

1. To introduce students to, and enable them to acquire a practical familiarity with, the concepts of mass-media, public sphere, media industries and institutions, media practices, globalization, network and information society
2. To introduce students to, and enable them to learn to develop and practice techniques of scholarship and methods of analysis of the media
3. To help students develop written, spoken and visual communication literacies
4. 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.

## Objectives

Upon completion of the course students should be able:

1. To perform a basic analysis of the field of the media especially in Aotearoa/New Zealand
2. To perform the basics of scholarly work
3. To present information in a written form
4. To prepare, organize and perform oral presentation
5. To provide definitions of key terms relevant to the course
6. To apply these key terms to a variety of contexts
7. To discuss in an informed manner a specific media outlet

## Blackboard

Information relevant to this paper including assessment, lecture notes, reading material, supplementary readings and resources will be available on Blackboard and updated regularly. Announcements will also be posted.

Lecture notes are only indicative of the content of the lectures and available only to complement attendance to lectures.

## Readings

### Required Textbooks (Also available on closed reserve)

Branston, Gill and Roy Stafford (2006). *The Media Student's Book*. 4th Edition. London, New York: Routledge (Note that if you have a copy of the 3<sup>rd</sup> edition, it will contain most of the readings contained in that book.)

Hirst, Martin and John Harrison (2007). *Communication and New Media: From Narrowcast to Broadcast*. Melbourne: Oxford University Press (P90 H669 C)

### Books on closed reserve

Downing, John D. H., Denis McQuail, Philip Schlesinger and Ellen Wartella eds. (2004). *The Sage Handbook of Media Studies*. Thousand Oaks, London: Sage

Gitlin, Todd (2002). *Media Unlimited*. New York: Henry Holt and Company

Gripsrud, Jostein (2002). *Understanding Media Culture*. New York: Arnold

Goode, Luke and Nabeel Zuberi, eds (2004) *Media Studies in Aotearoa/New Zealand*. Auckland: Pearson

Habermas, Jurgen (1973, 2004) 'The Public Sphere' in *Media Studies: A Reader*, Paul Marris and Sue Thornham, eds. New York: New York University Press, 92-97

- McNair, Brian (2005) 'What is Journalism?' in *Making Journalists*, Hugo de burgh, editor. Routledge" Oxon and New York. 25-43
- McQuail, Dennis (2000) *Mass Communication Theory*. London, Thousand Oaks, New Delhi
- O'Shaughnessy, Michael and Jane Stadler (2002). *Media and Society: an Introduction*. 2nd Edition. London, New York: Oxford University Press
- O'Sullivan Tim, Brian Dutton, Philip Rayner (2003). *Studying the Media*, London: Arnold
- Schirato Tony and Susan Yell (2000). *Communication and Cultural Literacy: an Introduction*. 2nd Edition
- Stevenson, Nick (2002) *Understanding Media Cultures*. London: Sage

## Tutorials

Tutorial sheets outlining the work will be made available on Blackboard at least 7 days before the scheduled tutorial. **Attendance at tutorials is compulsory**. Tutorials are an essential means to complete the course successfully since you will get a chance to develop your understanding of the topic, ask questions, receive information about assignments and perform a compulsory presentation. Part of your assessment will be based on your preparation of tutorial material and contribution in class (see below). **Furthermore students who miss more than two tutorials without providing a justification to their tutors will subsequently lose 1 point of their final mark for each missed tutorial.**

## Workload

In order to make satisfactory progress in this course you should expect to devote, on average, 12 hours a week to it. This includes:

- attendance to lectures: 2 hours
- weekly tutorial: 1 hour
- reading and preparation for tutorials including two required submissions: 3 1/2 hours
- preparation for assignments: 4hours
- keeping up with your media programme of choice (see below): 1 1/2 hours

## Audiovisual Resources

The recommended or required programmes listed in the schedule are to be screened at the Audiovisual Study Centre. You can look at these individually or preferably come to the Group Room in the AV Centre at the following booked times every week:

- Monday 10-12
- Wednesday 3-5
- Thursday 4-6

### List of recommended screenings

- Achbar, Marc and Peter Wintonick (1992) *Manufacturing Consent: Noam Chomsky and the Media*. Necessary Illusions Productions, Zeitgeist Video (DVD 469; Vis 1672)
- Achbar, Marc and Jennifer Abbott and Joel Bakan (2004) *The Corporation*. Gil Scrine Films. 145 min (Vis 4222)
- Barry, Alister (1996) *Somebody Else's Country*. Community Media Trust. 109 min (Vis 2306)
- \_\_\_\_ (2002) *In a Land of Plenty*. Community Media Trust and Vanguard Productions. 104 min (V 330.993038 INA)
- Ericsson, Susan (2001) *Constructing Public Opinion: How Politicians and the Media*

*Misrepresent the Public*. The Media Education Foundation (Vis 4151)

\_\_\_\_. *Formal controls in the mass media* (1999) Instructional Video. (Vis 3905)

Greenwald, Robert (2004) *Outfoxed: Rupert Murdoch's War on Journalism*. The Disinformation Company

Hegedus, Chris and D.A. Pennebaker (1993) *The War Room*. (Vis 2759)

Junkerman, John (2002) *Power and Terror - Noam Chomsky in Our Times*. First Run Pictures

Lumet, Sydney (1976) *Network*. MGM. 121 min. (DVD 1176)

McLaughlin, Kristina, Michael McMahon, Kevin McMahon, and Sobelman, David (2002).  
*McLuhan's Wake*. Primitive Entertainment and National Film Board of Canada. 94 min. (Vis 4052)

McLuhan, Marshall and Tom Wolfe (1996). *The Video McLuhan*. McLuhan Productions. 250 min. (Vis 2547)

Moore Michael (1998-9). *The Awful Truth*. Docurama (DVD 939)

\_\_\_\_. (2004). *Fahrenheit 9/11*. Dog Eats Dog Film. 122 min.

Noujaim, Jehane (2004). *Control Room*. Artisan Entertainment. (DVD1163)

\_\_\_\_ (2004). *The Corporation*.

Sauper, Hubert (2004) *Darwin's Nightmare*. Mille et Une Productions. 111min.

Stoen, David P. (1997a) *Print News* RMI Media. 30 min. (Vis 3908)

\_\_\_\_ (1997b). *Global Media*. RMI Media. (Vis 3854)

\_\_\_\_ (1997c). *Media History*. RMI Media. 30 min. (Vis 3909)

## Assessment

**You must complete all four assignments described below to pass the course.**

### 1. Tutorial preparation and participation: 10 points

During the course of the trimester students are expected to prepare two short written contributions (150 words each for 5 points each) which they will briefly discuss in tutorials. These should be prepared in relation to two different tutorials between weeks 2 and 9 (tutorials 1-8). Students will post them 24 hours before or no later than 48 hours after the tutorial. Students will submit these contributions on the discussion board dedicated to their tutorial group.

The contributions can be in the form of:

- An answer to tutorial questions set out in the tutorial preparation sheet;
- A written summary of an answer to a tutorial question discussed in class;
- A comment on aspects of tutorial discussion which apply to examples not discussed in tutorial;
- A discussion and/or summary of additional readings or additional material available on Blackboard.

### 2. Presentation: 15 points

Presentations will be held in tutorials 3-4-5-6-7. Topics are available on Blackboard with tutorial assignment sheets. Students should sign up for presentation early in the trimester.

The 15 points will be awarded as follows:

- 10 points: presentation in class
- 5 points: submission of outline, bibliography and report.

Presentations will be done in groups of 2-3 students and should last no more than 6 minutes. You will need to meet with your group early in order to plan your approach. Students wanting to do a presentation on their own must speak with their tutors.

The tutorial presentations (10 points) will be assessed according to the following criteria:

- clarity: the presentation must have a clear purpose, a clear organisation, have an introduction, a few main points and a conclusion. Rather than a long list of details, you should aim at communicating clearly what your ideas are and illustrate them with strong examples
- time management: the presentation must not be longer than 6 minutes and no less than 5. This means it must be well-prepared and rehearsed
- Research and resources: the group must use material (textbook, lecture notes and anything else relevant) effectively and in support of their argument and provide an exhaustive list of all sources in the outline of the talk
- use of resources: the presenters must present support material so that it is clear to listeners what the origins of the material are when using quotations or when paraphrasing
- visual aids: you can prepare handouts, use images and clips when needed
- delivery and originality: you need to "orchestrate" your performance, assigning different roles to the members of the group and devising a lively presentation style

These assessment criteria relate to objectives 1,2,4,6.

At the completion of your presentation you will hand in three documents:

- the outline of your talk with its thesis and its major points including all the quotes you used in the talk properly referenced;
- a thorough bibliography of all resources quoted or used in the talk and any other resources you consulted;
- a brief written report of the group's meetings and conversations and a list of the tasks assigned to each group members.

All members of a presentation will receive the same grade unless a member does not attend the presentation or fails to perform the tasks expected of him or her by the rest of the group. These problems must be documented in the brief written report. Please contact your tutor if you have any concern about the lack of involvement of one of your group members before the presentation date.

### **3. Essay: 40 points**

Length: 1500 words. A list of topics will be posted on Blackboard on week 6 in the assessment area. The essay will cover material dealt in weeks 1-8. You will also have to consult the essay guidelines and the assessment sheet we will use for marking, both available on Blackboard. The expectations for the essay relate to objectives 1,2,3,6.

**All Essays due Friday 21 September no later than 2pm (Drop Box at Media Studies Office).**

### **4. Take-home Exam: 35 points**

Length: 3 short essays. Questions will be handed out in the lecture on Monday 8 October and posted on Blackboard the same day at 6:30pm.

The 3 essays will include:



1. **Question 1 (600 words):** A compulsory question asking you to analyse the media programme of your choice (see below) in relation to issues discussed during the trimester and/or identified in the course (15 points for the final mark). This relates to objectives 1,2,3,7 of the course.
2. **Questions 2 and 3 (400 words each):** 2 short essays on topics related to weeks 7-12 of the course. (Each answer is worth 10 points for the final mark). This relates to objectives 1,2,3,6.

**Due no later than 2.00 pm, Monday 15 October (Drop Box in Media Studies Office)**

### **Requirement for take-home exam question 1**

During the course of the trimester you are required to follow on a regular basis one media programme. One of the compulsory questions on the final exam will be on this programme. It will be 15 points of your final mark. You must choose from the following list:

1. *The Dominion Post* (printed edition; free copies available around campus)
2. *The New York Times* (on-line edition: [www.nytimes.com](http://www.nytimes.com); a registration is required but it is free)
3. *The Guardian* (on-line edition: [www.guardian.co.uk](http://www.guardian.co.uk))
4. *Campbell Live*, TV3, 7pm (limited online archive at [www.tv3.co.nz](http://www.tv3.co.nz)).
5. *Te Kaea News*, MTS, 7:30pm or 11 pm (with English subtitles)
6. *TVOne* 6pm news (limited online archives at : [http://tvnzondemand.co.nz/content/ondemand\\_index/ondemand\\_skin](http://tvnzondemand.co.nz/content/ondemand_index/ondemand_skin))
7. *TV3* 6 pm news
8. *Mediawatch*, Sundays 9 am and 10pm ( <http://www.radionz.co.nz/nr/programmes/mediawatch>), podcast available at [feed://www.radionz.co.nz/podcasts/mediawatch.rss](http://www.radionz.co.nz/podcasts/mediawatch.rss)
9. *Kiwi Blog* by David Farrar, [www.kiwiblog.co.nz](http://www.kiwiblog.co.nz)
10. *Public address* blog: [www.publicaddress.net](http://www.publicaddress.net) (Hard News by Russel Brown)
11. *The Daily Show with Jon Stewart*, Tuesday-Friday, C4, 10pm
12. Another media outlet of your choice for which you will get written approval by the course convener, Dr Thierry Jutel.

Some of the issues you could follow include:

- NZ politics: with the prospect of National mounting a serious challenge to Labour in the 2008 election, the media's coverage of the political debate will be especially intense. You could focus on a specific issue, new legislation or event and its coverage.
- Lifestyle and cultural issues
- The Iraqi conflict
- And any other issue or any event of significance which will emerge in the course of the trimester.

You are expected to keep up to date with the media programme of your choice that means reading, watching and/or listening to it at least 3 times a week. When possible we will try to make material available online or through the AV centre.

During the trimester as you consult your media outlet you should be taking notes and archiving material regularly (keeping copies of material). In the final exam question stated below you will be asked to relate aspects of the course with the media programme you chose. You will either focus on an ongoing issue covered throughout the course or choose a specific event as it was

covered over a period of about ten days. In this last case you will be expected to draw comparisons with at least one other media outlet.

### **Question 1 on the take-home exam is:**

Discuss the ways in which the media programme of your choice covered an ongoing issue or a specific event during the course of the trimester. This may be related to an-going issue covered on a regular basis for an extended period of time or to a specific event covered for several days in a row.

Your analysis should focus on some but not necessarily all of the following questions:

- a) How did the media formulate and frame the public debate around the issue or event?
- b) What assumptions did the media outlet make about the significance of the issue and its audience?
- c) To what extent and how did the media outlet's coverage reflect the status of the media in society in relation to institutions, ownership, technology and/or globalization?

### **Substitution of Question 1 of take-home exam**

You have the option of substituting question 1 of the take-home exam with an exercise of similar value for your final mark (15 points). This option is to maintain a blog organized around a specific theme of your choice but cleared by the course coordinator. The blog must be in the form of a mediawatch discussion where during the course of the trimester you discuss, engage with and reflect upon the coverage of a very specific issue in newspapers, other blogs and media outlets, and/or any other source of information (...). Your blog should focus on an issue which are relevant to public debate. This includes for instance **commentaries and analyses of the media coverage of:**

- a) global warming
- b) NZ politics
- c) An international issue (war in Iraq...)

Your blog will not be just a series of links to other sites or a place to rant but rather a place to present information and provide a continuous commentary on the media coverage of your chosen issue. Your blog must be inquisitive and engage with the topic of your choice and structure and organize the information you will discuss. You will use one of the many sites which allow for free and easy blogging such as (among others):

- [www.blogger.com](http://www.blogger.com)
- <http://my.opera.com/community/blogs/>
- [www.livejournal.com](http://www.livejournal.com)
- [www.myblogsite.com](http://www.myblogsite.com)

The basic requirements are as follows:

1. You must send a proposal for the topic of your blog to the course convenor no later than Monday 24 July and have started your blog (at least 3 postings by 24 July); you will be informed within 3 days of whether you can keep going or not;
2. Your proposal must state the focus of your blog and provide specific examples of the types of discussion and links you will introduce;



3. You must update your blog at least 3 times a week during the trimester including the mid-semester break;
4. Your blog needs to have commentaries on the information you are presenting; it needs to have a voice and be consistently inquisitive and reflexive;
5. The presentation of your blog must be clear and your posts archived;
6. Your blog should normally have comments left by readers, members of the class or others and therefore will be advertised on Blackboard;
7. Your blog will be checked by the course convener on 15 August and you will be notified if it does not fulfill requirements and you need to consider other options.
8. Posting on your blog should end on Monday 8 October; the mark for your blog will be communicated to you by email.
9. You are responsible for maintaining your blog and for any technical difficulties associated with it.

### **Extensions and Late Essays**

Extensions should be requested only in exceptional and unforeseen circumstances. If you require an extension, write an e-mail to the assistant lecturer, Damion Sturm ( [damion.sturm@vuw.ac.nz](mailto:damion.sturm@vuw.ac.nz)), as soon as possible, explain what your unforeseen and exceptional circumstances are, provide relevant documentation where appropriate (eg. a doctor's certificate, a note from a counselor, etc.), and specify how much of an extension you require. The assistant lecturer will consider the request and give you a written response. You may talk to your tutor but only the assistant lecturer has the authority to grant extensions.

### **Penalties for late assignments**

The following penalties for late assignments will be applied:

- The first day of lateness will incur a 10-points deduction on the assignment (weekends only count for 1 day)
- Additional days will incur a 4-points deduction

## MDIA 102 Programme: Media, Society and Politics

| Week 1 (9-13 July)         |  |
|----------------------------|--|
| <b>Topic</b>               | <i>Introduction to the paper;</i><br><i>Media and Society 1: Media, society and politics: definitions</i>  |
| <b>Lecturer</b>            | Thierry Jutel  |
| <b>Tutorial</b>            | No tutorial  |
| <b>Reading</b>             | 'Digital Futures: How the Mobile Phone Has Replaced the Television'<br><i>Communication and New Media</i> Chapter 1. 1-10  |
| <b>Recommended Reading</b> | Jutel, Thierry (2004) 'Textual Analysis and Media Studies' in <i>Media Studies in Aotearoa/New Zealand</i> , Luke Goode and Nabeel Zuberi, eds. Auckland: Pearson, 32-45 |

| Week 2 (16-20 July)          |  |
|------------------------------|--|
| <b>Topic</b>                 | <i>Media and Society 2: The history and the role of the mass-media</i>   |
| <b>Lecturer</b>              | Thierry Jutel  |
| <b>Tutorial 1</b>            | Basic skills of media analysis   |
| <b>Reading</b>               | <i>Communication and New Media</i> 'From Gutenberg to Global News: A Brief History of the Print Media', Chapter 5 79-102; 'Telegraphy, The Talking Wireless, and Television' Chapter 7, 132-160  |
| <b>Recommended Reading</b>   | <i>Communication and New Media</i> 'Industrial Light and Magic: A Brief History of Still and Moving Pictures' Chapter 6, 103-131<br>McQuail, Dennis (2000) 'The Rise of Mass Media'. <i>Mass Communication Theory</i> . London, Thousand Oaks, New Delhi: Sage, 17-34<br>O'Sullivan Tim, Brian Dutton, Philip Rayner (2003) 'Histories' in <i>Studying the Media</i> , London: Arnold, 190-220 |
| <b>Recommended Screening</b> | Stoen, David P. (1997). <i>Media History</i> . RMI Media. 30 min.  |

| Week 3 (23-27 July)        |  |
|----------------------------|--|
| <b>Topic</b>               | <i>Media and Society 3: The media, public debate and public sphere</i>   |
| <b>Lecturer</b>            | Thierry Jutel  |
| <b>Tutorial 2</b>          | Presenting information, structuring ideas  |
| <b>Reading</b>             | <i>Communication and New Media</i> 'From Gutenberg to Global News: A Brief History of the Print Media', Chapter 5 79-102; 'Telegraphy, The Talking Wireless, and Television' Chapter 7, 132-160  |
| <b>Recommended Reading</b> | Stevenson, Nick (1995) 'Habermas, Mass Culture and the Public Sphere' in <i>Understanding Media Cultures</i> . London: Sage, 47-74<br>Habermas, Jurgen (1973, 2004) 'The Public Sphere' in <i>Media Studies: A Reader</i> , Paul Marris and Sue Thornham, eds. New York: New York University Press, 92-97<br>Gripsrud, Jostein (2002) 'Public Sphere and Democracy' in <i>Understanding Media Culture</i> . New York: Arnold, 227-239; 248-252 |

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| <b>Recommended Screening</b> | Achbar, Marc and Peter Wintonick (1992) <i>Manufacturing Consent: Noam Chomsky and the Media</i> . Necessary Illusions Productions, Zeitgeist Video (DVD 469; Vis 1672)<br>Noujaim, Jehane (2004) <i>Control Room</i> . Artisan Entertainment. (DVD1163) |
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| <b>Week 4 (30 July- 3 August)</b> |   |
| <b>Topic</b>                      | <i>Media Industries, Institutions and Technologies 1: Technologies</i>  |
| <b>Lecturer</b>                   | Anita Brady   |
| <b>Tutorial 3</b>                 | How to read an essay, take notes and write a summary  |
| <b>Assignment</b>                 | Tutorial presentation group 1   |
| <b>Reading</b>                    | <i>Communication and New Media</i> 'Media and Capitalism: The Role of Technology in Production of Communication', Chapter 4: 57-75<br><i>Media Student's Book</i> 'Technologies', 422-445   |
| <b>Recommended Screening</b>      | Ericsson, Susan (2001) <i>Constructing Public Opinion: How Politicians and the Media Misrepresent the Public</i> . The Media Education Foundation (Vis 4151)<br>____. <i>Formal controls in the mass media</i> (1999) Instructional Video. (Vis 3905) |

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| <b>Week 5 (6-11 August)</b>  |   |
| <b>Topic</b>                 | <i>Media Industries, Institutions and Technologies 2: Media ownership, control and convergence</i>  |
| <b>Lecturer</b>              | Thierry Jutel   |
| <b>Tutorial 4</b>            | Industry analysis. How to locate and use information  |
| <b>Assignment</b>            | Tutorial presentation group 2   |
| <b>Reading</b>               | <i>Communication and New Media</i> : 'The Political Economy of communication and Media', 30-56<br><i>Media Student's Book</i> : 'Industries', 218-253   |
| <b>Recommended Screening</b> | Greenwald, Robert (2004) <i>Outfoxed: Rupert Murdoch's War on Journalism</i> . The Disinformation Company<br>Achbar, Marc and Jennifer Abbott and Joel Bakan (2004) <i>The Corporation</i> . Gil Scrine Films. 145 min (Vis 4222) |

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| <b>Week 6 (13-17 August)</b> |  |
| <b>Topic</b>                 | <i>Media Industries, Institutions and Technologies 3: Public institutions and the media</i>                                |
| <b>Lecturer</b>              | Thierry Jutel  |
| <b>Tutorial 5</b>            | Public and professional organizations and regulation   |
| <b>Assignment</b>            | Tutorial presentation group 3  |
| <b>Reading</b>               | <i>Communication and New Media</i> 'The Governance, Regulation, and Ethics of Mass Communication Media' Chapter 8, 161-183 |

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|                              | Media Student's Book: 'Institutions', 182-217; 'Regulation', 473-488       |
| <b>Recommended Screening</b> | Hegedus, Chris and D.A. Pennebaker (1993) <i>The War Room</i> . (Vis 2759) |

Mid-Semester Break

| Week 7 (3-7 September)       |  |
|------------------------------|--|
| <b>Topic</b>                 | <i>Media Practices 1: The field of journalism</i>  |
| <b>Lecturer</b>              | Anita Brady  |
| <b>Tutorial 6</b>            | Analysing the news 1   |
| <b>Assignment</b>            | Tutorial presentation group 4  |
| <b>Reading</b>               | McNair, Brian (2005) 'What is Journalism?' in <i>Making Journalists</i> , Hugo de burgh, editor. Routledge" Oxon and New York. 25-43 |
| <b>Recommended Screening</b> | Stoen, David P. (1997a) <i>Print News RMI Media</i> . 30 min. (Vis 3908)   |

| Week 8 (10-14 September) |  |
|--------------------------|--|
| <b>Topic</b>             | <i>Media Practices 2: Shaping the political agenda: Maori issues and NZ Media</i>  |
| <b>Lecturer</b>          | Sue Abel   |
| <b>Tutorial 7</b>        | Analysing the news 2. Preparing essays, choosing a topic, preparing a plan of action.  |
| <b>Assignment</b>        | Tutorial presentation group 5  |
| <b>Reading</b>           | Abel, Sue (2004). 'All the News You Need to Know?' in <i>Media Studies in Aotearoa/New Zealand</i> , Luke Goode and Nabeel Zuberi, eds. Auckland: Pearson, 183-196 |

| Week 9 (17-21 September)   |  |
|----------------------------|--|
| <b>Topic</b>               | <i>Media Practices 3: Independent media and political activism</i>   |
| <b>Lecturer</b>            | Thierry Jutel  |
| <b>Tutorial 8</b>          | Essay Preparation. Brainstorming theses and arguments based on submitted material  |
| <b>Assignment</b>          | <b>All Essays due Friday 21 September no later than 2pm</b>  |
| <b>Reading</b>             | <i>Communication and New Media</i> 'Who's a journalist now? The Expanded Reportorial Community', Chapter 11, 238-264; 'Politics and new media', chapter 15, 334-357                  |
| <b>Recommended Reading</b> | Kahn, Richard and Douglas Kellner (2005) 'Oppositional Politics and the Internet: A Critical/Reconstructive Approach' <i>Cultural Politics</i> 1.1, 75-100 (available on blackboard) |

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| <b>Recommended Screening</b> | Moore Michael (1998-9). <i>The Awful Truth</i> . Docurama (DVD 939) _____. (2004). <i>Fahrenheit 9/11</i> . Dog Eats Dog Film. 122 min.<br>Barry, Alister (1996) <i>Somebody Else's Country</i> . Community Media Trust. 109 min (Vis 2306)<br>_____. (2002) <i>In a Land of Plenty</i> . Community Media Trust and Vanguard Productions. 104 min (V 330.993038 INA) |
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| Week 10 (24-28 September) |   |
|---------------------------|---|
| <b>Topic</b>              | Contemporary mediascape 1: New Media and the Internet   |
| <b>Lecturer</b>           | Anita Brady   |
| <b>Tutorial 9</b>         | New media and information   |
| <b>Reading</b>            | <i>Communication and New Media</i> 'From Calculation to Cyberia: The 2500-Year History of Computing', Chapter 9, 187-21; 'The Golden Age of the Internet?', Chapter 10, 213-237 |

| Week 11 (1-5 October) |   |
|-----------------------|---|
| <b>Topic</b>          | Contemporary Mediascape 2: Surveillance culture   |
| <b>Lecturer</b>       | Anita Brady   |
| <b>Tutorial 10</b>    | Surveillance culture  |
| <b>Reading</b>        | <i>Communication and New Media</i> 'I Know What you did Last summer: The Surveillance Society Has Arrived' Chapter 13, 293-314; 'That's the Way the Cookie Crumbles: A surveillance Economy', Chapter 14, 315-333 |

| Week 12 (8-12 October)     |   |
|----------------------------|---|
| <b>Topic</b>               | Contemporary mediascape 3: Globalization; Conclusion and discussion of take-home exam   |
| <b>Lecturer</b>            | Thierry Jutel   |
| <b>Tutorial 11</b>         | Exam preparation based on instructions and feedback from essays   |
| <b>Assignment</b>          | <b>Take-home exam handed out Monday 8 October in lecture and on blackboard at 6:45pm.</b><br><b>All take-home essays are due Monday 15 October no later than 2pm.</b> |
| <b>Reading</b>             | <i>Media Student's Book</i> : 'Globalization', 404-421  |
| <b>Recommended Reading</b> | Schirato, Tony and Jennifer Webb (2003) 'Globalization: History and Ideology' in <i>Understanding Globalization</i> . London: Sage, 21-45                             |

| Assessment Criteria |
|---------------------|
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**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 its clarity of thought and argument. Question is answered skillfully, 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.

**Note the old Q grade has been replaced by K, D, E & F**, depending on percentage gained in a course. Please refer to the 2006 Calendar, Assessment Statute, s.4.3(b), p.83:

(b) A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

## **General University policies and statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.victoria.ac.nz](http://www.victoria.ac.nz).

### **Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.victoria.ac.nz/policy/studentconduct](http://www.victoria.ac.nz/policy/studentconduct)

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

[www.victoria.ac.nz/policy/staffconduct](http://www.victoria.ac.nz/policy/staffconduct)

### **Academic grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in 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 at:

[www.victoria.ac.nz/policy/academicgrievances](http://www.victoria.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. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

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

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

### **Students with Impairments** (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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 coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

Dr Joost de Bruin ([Joost.deBruin@vuw.ac.nz](mailto:Joost.deBruin@vuw.ac.nz); 463 5091) is the Disability Liaison Person for Media Studies.

### **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

### **Manaaki Pihipihinga Programme**

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact [Manaaki-Pihipihinga-Programme@vuw.ac.nz](mailto:Manaaki-Pihipihinga-Programme@vuw.ac.nz) or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; [Pacific-Support-Coord@vuw.ac.nz](mailto:Pacific-Support-Coord@vuw.ac.nz) or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

### **Student Services**

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.victoria.ac.nz/st\\_services/](http://www.victoria.ac.nz/st_services/)

VUWSA employs 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 (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.