



COMM11007 *Media Writing*

Term 2 - 2019

Profile information current as at 26/04/2024 07:36 pm

All details in this unit profile for COMM11007 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

Corrections

Unit Profile Correction added on 25-06-19

The CORRECT texts for this unit are:

MediaWriting : Print, Broadcast, and Public Relations

Author: Whitaker, W. Richard; Ramsey, Janet E; Smith, Ronald, D.

Edition: 4th Re

ISBN: 9780415888035

English for Journalists: Twentieth Anniversary Edition

Author: Hicks, Wynford

Edition: 4th Re

ISBN: 9780415661720

General Information

Overview

This introductory unit will develop student writing skills and apply those skills to the formats expected in the media industry. Students will learn how to differentiate media genres through audience and channel, and select appropriate techniques to produce professional documents suitable for publication or broadcast in traditional and online media. This unit introduces media writing skills, which contribute to the skills required in professional communication practice.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2019

- Cairns
- Online
- Perth
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 25%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 45%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student Evaluation Feedback 2018

Feedback

Students commented on the availability of the unit coordinator to provide support and guidance.

Recommendation

It is recommended to maintain the same approach to lesson structure and accessibility, specifically around assessment.

Feedback from Student Evaluation Feedback 2018

Feedback

Students commented on the practicality of the unit and how it enhanced their writing skills, as well the relevance of the supplementary materials.

Recommendation

It is recommended to maintain the core content of the unit and continued inclusion of relevant supplementary materials, including testimony from industry professionals.

Feedback from Student Evaluation Feedback 2018

Feedback

Student questioned the relevance and necessity of the textbook.

Recommendation

It is recommended to reinforce throughout the unit which text is mandatory and which is supplementary.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Write effectively across a range of media writing genres.
2. Synthesise information and articulate it succinctly and accurately in formats appropriate to media writing.
3. Use technology effectively to support writing tasks.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | |
|------------------------------|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Written Assessment - 25% | • | • | • |
| 2 - Written Assessment - 30% | • | • | • |
| 3 - Written Assessment - 45% | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | |
|---|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Communication | • | • | • |
| 2 - Problem Solving | • | • | • |
| 3 - Critical Thinking | • | • | |
| 4 - Information Literacy | • | • | • |
| 5 - Team Work | | | |
| 6 - Information Technology Competence | • | • | • |
| 7 - Cross Cultural Competence | | • | |
| 8 - Ethical practice | | • | |
| 9 - Social Innovation | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Written Assessment - 25% | • | • | • | • | | | • | • | | |
| 2 - Written Assessment - 30% | • | | • | • | | • | | • | | |
| 3 - Written Assessment - 45% | • | • | • | • | | • | • | • | | |

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

N/A

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Lincoln Bertoli Unit Coordinator

l.bertoli@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Introduction to Media Writing This week we introduce you to the course and introductory principles of media writing including research, planning and communication. You will also discuss the importance of evaluating your writing and the KISS Principle. | Whitaker, Ramsey and Smith, Chapter 1 Hicks, Chapter 1 | |

Week 2 - 22 Jul 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Identifying News Lesson Two expands on the idea of 'news' and 'newsworthiness' as a media writing principle. You will discuss the dominant news values, 5Ws and H and how to incorporate these principles into a strong lead paragraph when crafting a news story. | Whitaker, Ramsey and Smith, Chapter 2 pp. 19 - 22 | |

Week 3 - 29 Jul 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| The Basic News Story News writing is a form of writing like no other. In this week's lesson, you will explore the practicalities of crafting a basic news story including the ABC principle, essential information and introducing talent. | Whitaker, Ramsey and Smith, Chapter 6 pp. 113 - 138 | |

Week 4 - 05 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Voice, Attribution and Acknowledgement
Media writing differs to academic writing in a number of ways including attributing information. In week four we expand further on using credible sources through successful interviewing techniques, introducing talent and incorporating voice into your writing.

Whitaker, Ramsey and Smith, Chapter 8 pp. 161 - 186

Week 5 - 12 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| Writing for Social Media Lesson Five focusses on effectively engaging with different social media platforms and the difference between writing for social and traditional media. | Whitaker, Ramsey and Smith, Chapter 13 pp. 281 - 296 | |

Vacation Week - 19 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------|---------|------------------------------|
| Vacation Week | N/A | |

Week 6 - 26 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|--|
| The Art of Curation This lesson introduces you to the difference between creating content and collaborating or collecting content in the modern media landscape. | Details in the Study Guide Lesson - located on the unit website. | Assessment 1 - Modern Media Analysis Due: Week 6 Friday (30 Aug 2019) 17:00 pm AEST Modern Media Analysis Due: Week 6 Friday (30 Aug 2019) 5:00 pm AEST |

Week 7 - 02 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| Writing for Speech and Vision During the first half of this unit, you have worked on the basics of newswriting and social media. From here we move into more specific sub-genres of media writing including 'writing for the eye' and 'writing for the ear'. | Whitaker, Ramsey and Smith, Chapter 11 pp. 335 - 346 | |

Week 8 - 09 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Media Releases

Lesson Eight explores how media writing and journalism skills can be transferred to the public relations sphere including crafting a media release, supplementary information and fact sheets.

Details in the Study Guide Lesson - located on the unit website.

Week 9 - 16 Sep 2019

Module/Topic

Chapter

Events and Submissions/Topic

Newsletters and Brochures

While media has become more fragmented, the popularity of auxiliary news items - newsletters and brochures - has remained constant. This week you will explore the principles of producing influential auxiliary news items and the benefits of 'one stop shop' media content.

Whitaker, Ramsey and Smith, Chapter 15 pp. 319 - 334

Week 10 - 23 Sep 2019

Module/Topic

Chapter

Events and Submissions/Topic

Supplementing the Story

This week's short lesson introduces you to supplementary materials to consider when writing your story, specifically writing headlines, captions and breakout information.

Details in the Study Guide Lesson - located on the unit website.

Assessment 2 - Modern News Reporting
Due: Week 10 Monday (23 Sep 2019)
9:00 am AEST

Modern News Reporting Due: Week 10 Monday (23 Sept 2019) 5:00 pm AEST

Week 11 - 30 Sep 2019

Module/Topic

Chapter

Events and Submissions/Topic

Reviewing Your Work

The old saying that 'good writing is due to effective editing' certainly rings true in journalism and media writing. Week 11 focusses on the different stages of reviewing your work.

Details in the Study Guide Lesson - located on the unit website.

Week 12 - 07 Oct 2019

Module/Topic

Chapter

Events and Submissions/Topic

Review Week

This week we review the key concepts from the term.

Details in the Study Guide Lesson - located on the unit website.

Review/Exam Week - 14 Oct 2019

Module/Topic

Chapter

Events and Submissions/Topic

Assessment 3 - Reflection
Due: Review/Exam Week Monday
(14 Oct 2019) 9:00 am AEST

Reflection Due: Review/Exam Week
Monday (14 Oct 2019) 9:00 am AEST

Exam Week - 21 Oct 2019

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Modern Media Analysis

Assessment Type

Written Assessment

Task Description

In this assessment, you will select and analyse a long-form convergent media article from a credible, online media source. The media article must be at least 500 to 1,000 words long. Attach screen shots of the article as an appendix. Present your assessment as a 1,500 word written response under the following sub-headings:

Journalistic principles

Convergence

Design and layout

A reference list is also to be included.

Journalistic principles include:

- The 5Ws and H
- News values (including whether the article is hard news or soft news)
- Angle
- Sources

Convergence includes:

- Audio/video/image content
- The inclusion of social media and how it is relevant
- Links to other relevant information (excluding advertising) including websites, previous stories, background information

Design and layout includes:

- Placement of article within the news site
- Accessibility and navigability of multimedia elements
- Audience engagement (attention-grabbing headline, visual appeal, shareability)

Your response must identify and analyse the above elements with clear links to the unit content. The response must also include academic referencing.

Assessment Due Date

Week 6 Friday (30 Aug 2019) 5:00 pm AEST

Online

Return Date to Students

Week 8 Friday (13 Sept 2019)

Assessments will be returned within two weeks of submission.

Weighting

25%

Assessment Criteria

Marking criteria will include:

- Quality of article selection;
- Appropriate identification of journalistic principles, convergence and design / layout;

- Link to unit content;
 - Quality of academic writing;
 - Quality of referencing.
- A marking rubric is available on the Moodle site.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit through Moodle site

Learning Outcomes Assessed

- Write effectively across a range of media writing genres.
- Synthesise information and articulate it succinctly and accurately in formats appropriate to media writing.
- Use technology effectively to support writing tasks.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Modern News Reporting

Assessment Type

Written Assessment

Task Description

You will write and create content for a modern news media site using a free blog site (if you already have a wordpress blog from previous units, you may use it).

This assessment comprises three phases.

Phase One: Attendance at an event

For this assessment, you will attend an event in your local area. This can be any event but it must occur prior to the end of Week Nine. Events may include music festivals, sporting matches, community open days and political announcements.

Set up an Instagram account (as required in your weekly forum activities). NOTE: You will not be permitted to use your existing Instagram account as staff will need quick access to unit specific posts without having to scroll through existing posts when marking the assessment.

Attend and record activities of the event via Instagram. Create a hashtag for your event (if one doesn't already exist).

Throughout the event, post interesting facts, quotes, photos and videos via your Instagram account. **You must record a minimum of 15 posts.**

Also include #profcomm and #CQUni in your posts.

You will also take at least five newsworthy photos and shoot a 30-60 second video which will be used in Phase Two of this assessment. The photos and video can be shot and edited on your phone. The video can be a short wrap of the event, interviews with relevant talent/organisers/attendees, or a combination.

The photos need to incorporate different aspects of the event.

You are encouraged to be as creative as possible.

Phase Two: Writing a news article

Write a 400-word news story about your event. This must be written using the inverted pyramid, and have a strong lead paragraph/s that are based on the 5Ws and H. You will need to include some quotes from attendees or organisers. You may use sources and quotes from your tweets. (Ensure your sources are credible - two sources minimum). You will include at least FIVE newsworthy photographs featuring different aspects of the event (with appropriate captions including names where relevant) to accompany your story.

Create a free blog. Design the blog page in the style of an online news site and upload the article, images and the video. (NOTE: You may need to use a video sharing platform like YouTube to embed the video content).

Phase Three: Submission

You are welcome to provide constructive feedback on other students' blog sites. It has been our experience that those who are willing to share and receive feedback generally receive a higher grade.

Submit a word version of your story, images (including captions) and Instagram posts (screen shots) through Moodle. Include a cover page with your details and links to your blog page, Instagram account and video sharing platform if necessary. (Ensure all platforms are set to 'public' so teaching staff can access them).

Before you submit, check that your article:

- Is newsworthy
- Has a strong introductory lead based on the 5W's and H
- Concludes appropriately; and,
- Uses correct grammar, spelling and punctuation.

Ensure your blog page is in the style of an online news site and that all links are active.

Assessment Due Date

Week 10 Monday (23 Sept 2019) 5:00 pm AEST

Online

Return Date to Students

Week 12 Monday (7 Oct 2019)

Assessments will be returned within two weeks of submission.

Weighting

30%

Assessment Criteria

Marking criteria will include:

- Newsworthiness of article
- Overall effectiveness of storytelling as appropriate to the genre (news)
- Newsworthiness of images and video
- Design and layout of blog site
- Attention to requirements of the task

A marking rubric is available on Moodle.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit through Moodle

Learning Outcomes Assessed

- Write effectively across a range of media writing genres.
- Synthesise information and articulate it succinctly and accurately in formats appropriate to media writing.
- Use technology effectively to support writing tasks.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

3 Reflection

Assessment Type

Written Assessment

Task Description

For this assessment, you will write a 2,000 word reflection and justification of the modern news gathering process, undertaken as part of Assessment Two. You will justify how you addressed journalistic principles, convergence and design / layout when crafting your blog site and writing your news article. Your reflection will explain where

improvements could have been made with reference to the unit content. You may include references to other credible news sites to justify your arguments. Discuss the quality and effectiveness of your images and video content, and where – if at all – you feel enhancements could be made. You may choose to demonstrate how you would approach the same story with a different angle, and include an alternative lead paragraph/s. This assessment is designed to develop your ability to self-reflect and constantly improve your craft, which is essential for even the most experienced media professionals.

Assessment Due Date

Review/Exam Week Monday (14 Oct 2019) 9:00 am AEST
Online

Return Date to Students

Exam Week Monday (21 Oct 2019)
Assessments will be returned within two weeks of submission.

Weighting

45%

Assessment Criteria

Marking criteria will include:

- Quality of self-assessment
- Standard of writing
- Adherence to requirements of the task
- Link to unit content
- Referencing

A marking rubric is available on Moodle.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit through Moodle

Learning Outcomes Assessed

- Write effectively across a range of media writing genres.
- Synthesise information and articulate it succinctly and accurately in formats appropriate to media writing.
- Use technology effectively to support writing tasks.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem