



# JOUR11005 *Introduction to Journalism*

## Term 1 - 2018

Profile information current as at 20/04/2024 05:44 am

All details in this unit profile for JOUR11005 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.

## General Information

### Overview

This unit will introduce you to historical, social and political contexts of journalistic practice. Topics covered include the history of 'journalism' in western and eastern cultures, a number of different genres of journalism, journalism as an institution, and media ethics. You will also consider the future of journalism and reflect on examples of best (and worst) practice as part of the unit.

### 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 1 - 2018

- Cairns
- Distance
- 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: 50%

#### 2. **Group Discussion**

Weighting: 50%

### 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 Term 1 2017 "Have Your Say" survey

**Feedback**

Lecturer engagement was excellent.

**Recommendation**

It is recommended the Unit Coordinator and lecturers continue to maintain individualised engagement with students.

#### Feedback from Term 1 2017 "Have Your Say" survey

**Feedback**

The assessment was challenging but rewarding.

**Recommendation**

It is recommended to continue the unit design with Discovery Project and news analysis.

#### Feedback from Term 1 2017 "Have Your Say" survey

**Feedback**

The groupwork element was well managed, although some students did not participate.

**Recommendation**

It is recommended to continue the groupwork element of the assessment, and provide more detailed instruction of individual expectations of group members in order to encourage engagement. Provide an opportunity through the Self and Peer Assessment tool for students to report other group members who do not contribute equally to the task.

#### Feedback from Professional Communication planning days, December 2017.

**Feedback**

Revise currency of material.

**Recommendation**

It is recommended to update some sections of the unit material that have changed during the year, for example media ownership legislation, and trends in media analysis using Google analytics.

## Unit Learning Outcomes

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

1. Discuss the social and historical development of journalism from a range of cultural perspectives
2. Explain differences between journalism genres and the way in which genre influences journalistic practice
3. Critique and discuss issues relevant to journalistic practice in a contemporary media environment

n/a

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 50%	•	•	•
2 - Group Discussion - 50%	•	•	•

### 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 - 50%	•		•	•		•		•		
2 - Group Discussion - 50%	•	•	•	•	•	•	•			

## Textbooks and Resources

### Textbooks

JOUR11005

#### Prescribed

#### Media and journalism: new approaches to theory and practice

Edition: 3rd (2015)

Authors: Jason Bainbridge, Nicola Goc and Liz Tynan

Oxford University Press

South Melbourne , Victoria , Australia

ISBN: 9780195588019

Binding: Paperback

#### Additional Textbook Information

Please note: The prescribed text is the third edition. The second edition (2011) may still be used, although some information may be dated, and page numbers referred to in the lesson guides on Moodle will be incorrect for the second edition.

[View textbooks at the CQUniversity Bookshop](#)

### 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](mailto:l.bertoli@cqu.edu.au)

## Schedule

### Module 1 - Journalism as a Profession - Lesson 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Journalism	Bainbridge, Goc and Tynan pp. xvii - xxix Bainbridge, Goc and Tynan Chapter 2 pp. 24 - 44	

### Module 1 - Journalism as a Profession - Lesson 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Fourth Estate	Bainbridge, Goc and Tynan Chapter 3 pp.45 - 64	

### Module 2 - Law and Ethics - Lesson 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Journalism Law                                Bainbridge, Goc and Tynan Chapter 18  
pp. 405 - 438

**Module 2 - Law and Ethics - Lesson 4 - 26 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Journalism Ethics	Bainbridge, Goc and Tynan Chapter 17 pp. 382 - 404	

**Module 3 - Genres of Journalism - Lesson 5 - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Writing and Genre	Bainbridge, Goc and Tynan Chapter 12 pp.280 - 293 Bainbridge, Goc and Tynan Chapter 14 pp.308 - 329	

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 3 - Genres of Journalism - Lesson 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Genre as it Relates to Journalism	Bainbridge, Goc and Tynan Chapters 8 - 16	

**Module 4 - New Media - Lesson 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
New Media Traditions	Bainbridge, Goc and Tynan Chapter 4 pp. 65 - 92	<b>News Analysis</b> Due: Week 7 Monday (23 Apr 2018) 5:00 pm AEST

**Module 4 - New Media - Lesson 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Convergence	Bainbridge, Goc and Tynan Chapter 19 pp. 439 - 457	

**Module 5 - Press and Media Freedom in Western Society - Lesson 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Freedom of the Press	Bainbridge, Goc and Tynan Case Study 1 pp. 93 - 98 Bainbridge, Goc and Tynan Case Study 5 pp. 485 - 491	

**Module 5 - Press and Media Freedom in Western Society - Lesson 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Ownership and Regulation	Refer to study guide readings	

**Module 6 - Journalism in Non-Western Countries - Lesson 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Influence on Practice	Revisit Bainbridge, Goc and Tynan Chapter 12 pp. 280 - 293	

**Module 6 - Journalism in Non-Western Countries - Lesson 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Perspective and Practice	Revisit Bainbridge, Goc and Tynan Chapter 12 pp. 280 - 293	

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Discovery Project</b> Due: Review/Exam Week Tuesday (5 June 2018) 9:00 am AEST

## Assessment Tasks

### 1 News Analysis

#### Assessment Type

Written Assessment

#### Task Description

This task requires you to analyse news in order to compare genres and approaches to journalistic practice. You should select and analyse three (3) contemporary news stories (published in the last month), including:

- One (1) Sports news story AND
- One (1) Police or Court news story AND
- One (1) Political news story.

At least one (1) of these three stories should be of extended length (more than 1000 words), either a feature item, investigative piece, media interview or current affairs segment.

You will need to submit copies of the three (3) news stories you have chosen as appendices to your essay. These appendices can be scanned copies of print articles, transcripts (if the story was broadcast), or a 'cut and paste' of an online article. The appendices of the news stories need to be in such a form that teaching staff can refer to the original material. You will also need to include the details of the news stories as references in your assessment's Reference List.

#### Analyse EACH of the three stories using the following criteria.

1. List the who, what, where, when, why and how of each story.
2. List and justify the dominant news values in each of the news stories.
3. List the sources used in each article.
4. Identify the target audience based on the placement / presentation of each article. Which section? Was the story front page? Was it the top link? Was it the most prominent sports story?

#### Compare and contrast the three stories incorporating the following information.

Compare the differences in sources used in the three articles such as quoted facts and figures, personalities and/or identities.

What are the differences in the way the stories are written and presented? Account for differences in style, format and presentation. Consider the angle or the way the story is framed.

Discuss the significance of the three (3) stories in terms of their prominence and placement in the media outlet you have chosen.

What do the prominence and presentation of the three (3) stories tell you about the readership or audience of the local or state outlets in which they appear?

You are expected to reference your discussion. The word count is 1,500 words.

#### Assessment Due Date

Week 7 Monday (23 Apr 2018) 5:00 pm AEST

#### Return Date to Students

Week 9 Monday (7 May 2018)

#### Weighting

50%

#### Assessment Criteria

A detailed marking criteria is available on the Moodle website.

Elements assessed include:

- Quality of news stories chosen
- Accuracy of referencing
- Standard of presentation including expression
- Relevance to unit concepts and textbook
- Depth of analysis (rather than description)
- Argumentation and appropriate use of examples
- Appropriate introduction and conclusion

#### Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Discuss the social and historical development of journalism from a range of cultural perspectives
- Explain differences between journalism genres and the way in which genre influences journalistic practice
- Critique and discuss issues relevant to journalistic practice in a contemporary media environment

## Graduate Attributes

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

## 2 Discovery Project

### Assessment Type

Group Discussion

### Task Description

There are two parts to this assessment: 1) Presentation and discussion (Team) AND 2) Written submission (Individual).

**1) Presentation and discussion (25%) (Team):** This assessment requires students to review the work of TWO journalists and present findings on that journalist to class peers.

On-campus students will choose teams in your class in Weeks 1 - 2, and distance students will nominate your journalists online no later than Week 2 (Teams for distance students will comprise students who have chosen the same journalist - to a maximum of four students per team).

Each team must support your presentation with a slide presentation. Your final slide will include references. All photographs used within the presentation must also be referenced. On-campus students will present this in class; distance students will submit their presentation to the relevant forum with embedded voice-over (maximum of 10 minutes). Guidance about creating effective presentations will be provided on the course website.

Ideally you will work in teams for this task, but if you have extenuating circumstances, you may discuss the possibility of individual work with the Unit Coordinator. You will also be required to contribute to discussions about each journalist, and this discussion will be guided by teaching staff during class/on the forum.

You will need to choose TWO journalists from the following list. The group presentation will be due in Week 10.

Nicole Hasham (Australia)

Lara Logan (USA)

Ahmad Taufik (Indonesia)

Karl Stefanovic (Australia)

The following criteria will help guide your research/structure for your presentations:

1. Provide a summary of this person's work.
2. Justify whether this person is a 'real' journalist using the definition of journalism in your textbook.
3. Explain whether the journalist's work reflects the ideals of The Fourth Estate.
4. Explain the genre for which the journalist is renowned.
5. Describe the journalist's most significant contribution to public knowledge or interest.
6. Describe the journalist's practice in terms of law and ethics.
7. List and explain the journalist's limitations/shortcomings.
8. Describe what you personally like the most about this journalist's work, and why.
9. Describe what you personally dislike about this journalist's work, and why.
10. Explain how the journalist might influence your approach to journalism as a profession, and why.

This is an introductory level task, and aims to: encourage you to meet and work with fellow students even if you're working by distance; introduce you to key concepts in journalism through practice; introduce you to research and presentation. It is supposed to be enjoyable. You are allowed to have fun.

All students working in a team will conduct a self and peer assessment, whereby each team member will evaluate the performance of themselves, and their peers. Details about how to conduct a self and peer assessment will be provided. This process does not influence your grade unless it is clear that there is an issue, in which case teaching staff will talk to you. We know many students don't like to work in teams for a range of reasons, but our experience is also that learning to work effectively in teams comes from experience, a bit of training and support.

All members of a team will receive the same mark for the presentation component of this assessment, but all students will receive an individual grade for contribution and participation in discussion.

**2) Written submission (Individual) (25%):** All students will submit an individual written report that ranks (in their



opinion) six (6) journalists in order, using the ranking criteria provided on Moodle with number 1 being 'the best'. This should be 2000 - 2500 words. You must discuss each of the four journalists from Part 1, plus an additional two (2) journalists of your choice. A list of suggested journalists will be provided, but you can choose anyone who fulfils the definition of "journalist". Choose wisely, and include one international journalist. They need not be practicing as a journalist now (and they need not be alive.) You will draw upon the things you have learned during the term in your presentation and discussions, and each journalist should have a paragraph summary, followed by a sentence as to why you ranked them in the order you have. An example will be posted on Moodle. Referencing is required, and does not count towards the word count. You will need at least two sources per journalist.

**Assessment Due Date**

Review/Exam Week Tuesday (5 June 2018) 9:00 am AEST

**Return Date to Students**

Exam Week Friday (15 June 2018)

**Weighting**

50%

**Assessment Criteria**

A detailed marking criteria is available on the Moodle website.

Elements assessed for the team component include:

- Quality of research
- Quality of presentation
- Team participation
- Level of engagement

Elements assessed for the individual component include:

- Quality of ranking
- Quality of analysis
- Standard of writing
- Quality of link to unit concepts
- Referencing

**Referencing Style**

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

**Submission**

Online Group

**Submission Instructions**

Only one member of each group is required to submit the group component.

**Learning Outcomes Assessed**

- Discuss the social and historical development of journalism from a range of cultural perspectives
- Explain differences between journalism genres and the way in which genre influences journalistic practice
- Critique and discuss issues relevant to journalistic practice in a contemporary media environment

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence

## 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