

## Course Outline

**Code: CMN201**  
**Title: Children, Media and Society**

**School:** Creative Industries  
**Teaching Session:** Semester 2  
**Year:** 2019  
**Course Coordinator:** Assoc Prof Anna Potter, apotter@usc.edu.au  
**Course Moderator:** Assoc Prof Sandy O’Sullivan, sandy.osullivan@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

### 1. What is this course about?

#### 1.1 Description

This course examines the social, cultural and economic relationship between children and the media. You will be introduced to key debates around representations of children and childhood in the media, consideration of children as ‘a very special audience’, the performative labour and celebritisation of children, and the changing nature of children’s engagement with media platforms and texts. The course includes a focus on the regulation and production of media content for children that will provide you with a functional understanding of this dynamic, transforming space.

#### 1.2 Field trips, WIL placements or activities required by professional accreditation

Not applicable

### 2. What level is this course?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

| Specific Learning Outcomes  | Assessment tasks   | Graduate Qualities or Professional Standards mapping    |
|---|--|---|
| On successful completion of this course, you should be able to:   | You will be assessed on the learning outcomes in task/s: | Completing these tasks successfully will contribute to: |
| Identify the ways in which social and cultural contexts shape constructions of childhood and perceptions of the child audience. | 1 and 2  | Creative and critical thinkers.                         |

| <b>Specific Learning Outcomes</b><br>On successful completion of this course, you should be able to:  | <b>Assessment tasks</b><br>You will be assessed on the learning outcomes in task/s: | <b>Graduate Qualities or Professional Standards mapping</b><br>Completing these tasks successfully will contribute to: |
|---|---|--|
| Analyse and explain various aspects of the relationship between children and the media, when children constitute both media audiences and the subject of media texts. | 1 and 2   | Creative and critical thinkers.  |
| Explain and critically evaluate media practices around the production, distribution and textual characteristics of content designed for the child audience.           | 1 and 2   | Empowered.   |

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1 Enrolment restrictions

Nil

### 5.2 Pre-requisites

Nil

### 5.3 Co-requisites

Nil

### 5.4 Anti-requisites

Nil

### 5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

## 6. How am I going to be assessed?

### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

### 6.2 Details of early feedback on progress

Drafts of your first two reflective journal entries will be reviewed in your tutorial in week 3 of the course.

### 6.3 Assessment tasks

| <b>Task No.</b> | <b>Assessment Product</b> | <b>Individual or Group</b> | <b>Weighting %</b> | <b>What is the duration / length?</b> | <b>When should I submit?</b> | <b>Where should I submit it?</b>                   |
|-----------------|---------------------------|----------------------------|--------------------|---------------------------------------|------------------------------|--|
| 1               | Journal                   | Individual                 | 50%                | 1800 words                            | Thursday, Week 9, 5pm        | Online Assignment Submission with Plagiarism check |

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|   |       |            |      |            |                     |  |
|---|-------|------------|------|------------|---------------------|--|
| 2 | Essay | Individual | 50%  | 1500 words | Friday Week 13, 5pm | Online Assignment Submission with Plagiarism check |
|   |       |            | 100% |            |                     |  |

**Assessment 1:** Reflective journal

|                  |   |
|------------------|---|
| <b>Goal:</b>     | The purpose of this journal is to enable you to explore in more depth and analyse a selection of the weekly interviews with industry practitioners. Your journal entries will allow you to detect and identify key themes and trends that characterise debates about children as a media audience, and the ways in which media content for the contemporary child audience is created and distributed.  |
| <b>Product:</b>  | Journal   |
| <b>Format:</b>   | Academic format<br>The reflective journal will consist of six entries, each 300 words in length. You will choose the six interviews to which you would like to respond in these journal entries in your own time, submitting the completed journal through Blackboard.<br>Approaches to this task will be discussed in tutorials.   |
| <b>Criteria:</b> | <ul style="list-style-type: none"> <li>the extent to which you demonstrate awareness of how constructions of childhood are shaped by the social, cultural and political contexts of children's lives;</li> <li>the extent to which you demonstrate understanding of how children's content is funded, distributed and monetised by media providers;</li> <li>the connections you make between the weekly readings, and the themes you identify in your reflective pieces;</li> <li>adherence to the conventions of formal academic writing;</li> <li>appropriate use of Harvard referencing.</li> </ul> |

**Assessment Task 2:** Essay

|                  |   |
|------------------|---|
| <b>Goal:</b>     | The purpose of this task is to allow you to share your critical evaluation of various aspects of the relationship between children and the media, including key characteristics of the children's media industries, and the contemporary trends affecting industry practitioners' creative norms.   |
| <b>Product:</b>  | Essay   |
| <b>Format:</b>   | Academic format<br>A formal, argumentative essay of 1500 words. The essay must be grounded in relevant academic and industry research with a minimum of 8 academic sources included. You should use the Harvard referencing system. See Blackboard for more details about the requirements of this task and a list of recommended readings and research sources.  |
| <b>Criteria:</b> | <ul style="list-style-type: none"> <li>evidence of critical thinking</li> <li>demonstrated knowledge of key aspects of the relationship between children and the media</li> <li>use of appropriate sources and research (at least eight academic sources)</li> <li>well-structured and evidenced arguments</li> <li>proficiency in formal essay writing conventions relating to presentation and referencing</li> <li>precision of language, grammar, syntax and punctuation</li> <li>ability to write to set word count</li> </ul> |

## 7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

| Location:   | Directed study hours for location:   |
|-------------|--------------------------------------|
| Sippy Downs | Lecture: 2 hours<br>Tutorial: 1 hour |

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s) or course reader

Nil

### 8.2 Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2 Assessment: Additional requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

### 10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

### 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

### 10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.7 General Enquiries

**In person:**

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- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)