



Faculty of Arts & Social Sciences

School of the Arts and Media

MDIA 5007

Media Law & Ethics

Session 2, 2016

UNSW Course Outline

Course Code MDIA 5007
Session 2 2016
CRICOS Provider Code: 00098G

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General Information

Staff Contact Details:

Position	Name	Availability	Email
Course Convener & Lecturer	Michelle McAuslan	Thursday 5-6pm or by appt	m.mcauslan@unsw.edu.au

Please ensure **ALL** emails should have your Uni / Class Time / Name/ in the subject line

Time/ Location of the course

Class Thursdays 15:00 - 17:00 (Weeks:1-9,11-13) Location: Quadrangle G047 (K-E15-G047)
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School of the Arts and Media Contact Information

SAM Office
Room 312, level 3 Robert Webster Building
Phone: 9385 4856
Email: sam@unsw.edu.au

Attendance Requirements

- Lectures **commence in Week 1** of Semester 2. Lectures are 2 hours (usually with a short break between hours).
- A student is expected to attend all class contact hours.
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- A Course Authority may excuse a student from classes for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure.
- Attendance at lectures is recorded.
- If you are more than 15 minutes late, you are deemed not to have attended. It is your responsibility to ensure your name has been marked off at each class. If you are unable to attend a lecture, it is courteous to let your lecturer know beforehand or at the earliest opportunity. If you do not attend on the day of your class presentation of your topic, you will receive no more than 50% for that assessment task.
- It is highly recommended that you attend all classes – particularly the first and last weeks of semester where important context and material will be covered in an overview and recap as well as useful information on assessment tasks. Towards the end of class in week 5 students will complete a short in-class quiz (worth 5% of the total assessment).

Essential Information for SAM Students

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Course details

Credit Points: 6 Credit Points

Summary of the Course

In this course students will develop an understanding of the legal and ethical issues that frame media production and consumption. They will work through a series of case studies that highlight these issues and their implications for professional practice and public policy. Topics examined in this course include media content regulation, freedom of speech, defamation, copyright, privacy, and ethics for media practitioners. Students explore core ethical theories in Western thought, the Australian legal system and these frameworks are used to examine specific ethical and legal issues in media practice. The course takes a theoretical and practical approach to this subject.

Course Aims

This course aims to:

1. Provide students with skills, knowledge and understanding to recognise, articulate and discuss current legal and ethical issues in the media using a range of frameworks through which the media is regulated,
2. Introduce students to kinds of reasoning and judgement in resolving some of the tensions between regulation and freedom of the media.

Student learning outcomes

At the conclusion of this course the student will be able to:

1. Critically analyse and apply ethical and legal frameworks relevant to media in Australian and international contexts
2. Identify key factors relevant to ethical and legal reasoning and be able to use relevant legal terminology, reasoning and resource materials
3. Appreciate the risks involved in publication and the consequences of not getting help and know when, where and how to seek assistance to resolve ethical and legal issues for media practitioners;
4. Develop practical strategies for dealing with competing interests and demands confronting media practitioners to incorporate ethical practice into their own work
5. Develop their own ideas for continued learning and practice in media law and ethics

Graduate Attributes

In this course students will develop the following graduate attributes:

1. An in-depth engagement with media law and ethics concepts and practice
2. The capacity for analytical and critical thinking and for creative problem solving in relation to media law and ethics
3. The ability to engage in independent and reflective learning
4. An appreciation of, and respect for diversity that reflects a deep engagement with theories of ethical and legal reasoning and decision making and judgement

Rationale for the inclusion of content and teaching approach

Given the breadth of issues and knowledge covered in this subject, much of the learning is student driven. The particular interests of students will provide examples and case studies to look at diverse areas of legal and ethical issues in the media. Much of the material is provided to enable students to explore diverse areas of law and ethics. Students in this class learn both as individuals and within a dynamic group situation which reflects the diversity of the media and communications workplace. Developing ethical reasoning skills is a similar process to developing good communication and mediation skills. The teaching methods and assessment tasks are designed to engage students in the process of ethical decision making.

The assessment tasks have been developed and refined over many years to ensure they provide students with the best possible learning experience to cover a broad range of material in a relatively short period of time. The first quiz is designed to provide feedback to students on their understanding and engagement with the early weeks' readings and class discussions. While many students are initially concerned about giving class presentations, in all previous years/classes, there has been strong positive feedback on the value of this assignment for the learning of the whole class and to enable a very broad range of material to be covered. The Major Essay provides students with an opportunity to explore in greater depth an area of media practice using the legal and ethical frameworks introduced in class, as well as assisting them develop good research skills in an area where they may be unfamiliar. Students are required to submit an essay proposal/plan in sufficient time to enable detailed feedback from the lecturer. The Reflective Essay is particularly important for students to enable them to not simply reflect on what they learned in the course but to articulate their future approach to continued learning and to incorporate ethical practice into their own professional work. Students in past years have given very positive feedback on the usefulness of this task.

Teaching strategies

This course will be taught face to face in a two-hour lecture each week with a strong emphasis on student participation in the process of learning. Students will be actively engaged in solving problems posed by the lecturer and fellow students. Student learning will be enhanced by the use of case studies and assessment tasks. Students will work individually and in small groups on a variety of tasks. Questions are welcome during lectures. Brief lecture notes (PowerPoint slides) will be posted on Moodle before each lecture. They are intended to help you follow the lecture rather than replacing attendance at the lecture itself.

Students are expected to participate in a range of discussions and practical exercises and to assist each other through their contributions in class presentations. Lectures are run more like tutorials. They require students to accept responsibility for their own learning and the learning of others through active participation and engagement with both the subject materials and ongoing class discussions.

All students are expected to engage on a daily basis with the current affairs and news, across different media platforms. Listening for current ethical and legal issues for the media will prepare students for participation in class discussions as well as develop their overall media, legal and ethical literacy.

A note about the Readings – Don't Panic!

There is a LOT of material provided and much of it may be unfamiliar. It is there to assist you to follow your own interests and as an introduction to the many complex issues that comprise media law and ethics. It is designed to provide a range of material to help you focus your own research and learning. Much of it has been included to make it easier to find background material, especially if you are not familiar with the media or legal system in Australia. You are expected to familiarise yourself with some of the perspectives and source material relevant to each topic. Throughout the unit, you will benefit from returning to readings from weeks 1-4 for comparison and application. The first 3-4 weeks of the unit provide a broad approach to the overall subject before drilling down in later weeks to the specifics of different laws and codes and some specific issues. Readings from the first weeks are general in nature and you should read them for a broad understanding of the debates and issues, particularly for those of you who do not have work experience or a background in media / journalism or in law/ethics.

I have also included many links to videos and examples referred to or discussed in class so that you can understand the issues more broadly and consider them more carefully in your own time. I suggest you follow up in your own time, stories with which you may not be familiar.

Most students will NOT have a legal background and may find some of the readings challenging, whether or not English is their first language. Don't give up! You will become more comfortable tackling them as the weeks progress. If you need any assistance, contact your lecturer early in the semester. The first 4 weeks have the most challenging readings and thereafter you will find the readings more diverse.

Read the Required Reading BEFORE class each week and then look through the Additional Readings selectively and broadly. There is a wide range of additional references for those who wish to pursue different topics in depth or at a later date.

In addition to the Required Reading, a list of useful websites and additional reading will be placed on Online to facilitate your research and to explore each topic in more depth. Students are encouraged to contribute as the semester progresses to the list of useful websites and readings.

Assessment

In order to pass this course, you must make a serious attempt at ALL assessment tasks.

There are 4 assessment tasks.

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
<i>Preparation for Reflective Essay – Ethical ‘snapshot’ (not graded)</i>	<i>250 - 300 words</i>	<i>n/a</i>	<i>4 5</i>	<i>3 4</i>	<i>Week 1</i>
<i>Task 1: In Class Quiz</i>	<i>10 Questions</i>	<i>5%</i>	<i>1, 2</i>	<i>1</i>	<i>Week 5</i>
<i>Task 2: Major Essay (Proposal & plan)</i>	<i>2500 words (proposal <300 words)</i>	<i>45%</i>	<i>1 2 3 4</i>	<i>1 2</i>	<i><u>Essay</u> Due 13 October <u>Proposal</u> due 1 September</i>
<i>Task 3: Comment Piece & Class Presentation</i>	<i>1500</i>	<i>30%</i>	<i>1 2 3 4</i>	<i>1 2 3</i>	<i><u>Roster</u> starts Week 3</i>
<i>Task 4: Reflective Essay</i>	<i>1200</i>	<i>20%</i>	<i>3 4 5</i>	<i>1 2 3 4</i>	<i><u>Reflective Essay</u> due 4 November</i>

Task	<p>Preparation for Reflective Essay Ethical Snapshot</p> <p>Word Limit (300 words) This work is not assessed but will assist you to complete your final assignment.</p> <p>Due Date: 9am 4 August 2016</p> <p>Write 1-2 paragraphs giving a 'snapshot' of your current approach to ethics. This should be completed BEFORE you commence your readings for lectures. This task is not assessed but is provides you with a benchmark to reflect on when completing the final assessment task – the Reflective Essay.</p>
Task	<p>In-Class Quiz</p> <p>% of total mark: 5%</p>
<i>Practicalities</i>	<p>This will be a short (10 questions) quiz in class.</p> <p>This task is designed to provide you with early feedback on your understanding of some of the key concepts and readings from weeks 1-5. The quiz will be either multiple choice or very short answers.</p>
Task	<p>Major Essay (with essay proposal/plan)</p> <p>% of total mark: 45%</p> <p>A marking rubric will be posted online at the beginning of term.</p> <p>The list of essay topics will be posted early in the semester and discussed in class. Students may choose their own topic from the list or construct their own topic after consultation with and approval from the lecturer.</p>
<i>Practicalities</i>	<p>Due Date:</p> <p>Essay Proposal & Plan 4pm on 1 September 2016 (250 - 300 words) – Email to Lecturer with name, class time</p> <p>You should have selected a topic from the list &/or examples; indicate your preliminary research identifying relevant questions and issues, laws, regulations, codes, regulators and/or ethical frameworks that you will consider, articles or writers that you will be looking at, course materials or Units that will be relevant. Set out how you propose to approach your chosen topic and what resources you have identified. This is an opportunity to get preliminary feedback on your ideas and ensure you are on track. Essay Proposals are marked satisfactory/unsatisfactory but not otherwise graded.</p>

	<ul style="list-style-type: none"> • <i>The Proposal/Plan can be in dot point form. Email to your lecturer</i> <p>Major Essay Due 3pm on 13 October 2016 The deadline for the essay for students rostered to present their case studies in that week may apply for a 1 week extension for the essay). Submit through TurnItIn and hard copy.</p> <p>Word Length – 2,500 words. Lengthy footnotes & quotes will be counted in the word limit. It is advisable to use in-text referencing – e.g. Harvard system, to make the most of your word limit).</p> <p>Note: you should <i>not</i> duplicate material or use the same examples or material covered in other assessment tasks.</p>
<p>Expectations</p>	<p>The Major Essay is an academic essay providing you with an opportunity to explore in depth some of the broader issues underpinning media law and ethics. You should explore the required & recommended reading relevant to the topic you have chosen as well as other relevant academic and media commentators or reports (eg relevant media inquiries, or government or media position papers) and resources (eg IQ² debates or other media debates).</p> <p>The essay should be based at least in part on the subject content from the Units in this Course and should engage with at least some of the set readings, as well as show evidence of wider scholarly research. Essays must follow proper scholarly formatting and referencing in order to avoid penalties for presentation. Actual media examples should be used in a way that substantially enhances or illuminates your argument. You should include your own views or perspectives in critiquing any writer and developing your conclusions. Mere summarising of writers will not lead to higher marks – as graduate level scholars you are expected to demonstrate critical analysis of material as well evidence of broader general and scholarly reading. As a guide of <i>minimum</i> expectations you should evidence engagement from the required reading from at least one Unit from this course; including where relevant, use of the textbook, 2 or more peer reviewed articles, 1-3 media articles, identification of relevant regulators/laws/codes and other relevant material.</p> <p>You should demonstrate independent research of the issues – an essay which is essentially a summary based on Wikipedia, MediaWatch or similar may be assessed <u>unsatisfactory</u>.</p> <p>You do not need to quote in large sections of legislation or codes –</p>

	<p>assume the reader is familiar with them and can access them if your work is properly referenced.</p> <p>Failure to properly attribute your work (including unattributed references from secondary texts) will be carefully scrutinised. A student studying ethics is expected to demonstrate a high level of academic integrity. Taking references from secondary sources and using them as if you have done the original research can be considered plagiarism where there is a failure to properly attribute those sources. If you have not already done so, familiarise yourself with the UNSW policy on academic honesty.</p>
Assessment	<p>Key Assessment Criteria:</p> <p>The essay will be assessed primarily according to understanding of the chosen topic and relevant course material; presentation and clarity of expression; structure and strength of argument; use of media and academic texts to support argument, evidence of wider research and reading on the topic; and, originality of thought.</p>

Task	Comment Piece and In Class Presentation
Practicalities	<p>Written component 1500 words Maximum.</p> <p>PRESENTATION Time: 10 minutes.</p> <p>Due Date: Roster starts from week 3 -</p> <p>A roster for presentations will be published on Moodle in week 2. Presentations will start in week 3.</p> <p>it is your responsibility to check that your name is on the roster and that you know which week you are presenting your comment piece in class, and which week you are rostered to respond to another person's comment piece.</p> <p>Your comment piece must be submitted in 3 places:</p> <ol style="list-style-type: none"> 1. Turn It In (Under the Assessment Folder on Moodle) enables originality checking and electronic grading. 2. Comment Piece & Discussion Forum (folder on Blackboard) this enables the whole class to read your comment piece prior to the presentation and for one student rostered to respond to post their response prior to your presentation 3. Hard copy of Comment Piece + presentation notes, slides etc to be handed to your lecturer at the BEGINNING of the class you are presenting in (this document will be returned to you the following week with feedback from your lecturer).

	<p>Note that you must also hand in a copy of any notes or slides used in the presentation to the lecturer at the start of the class in which you are presenting. You must hand to your lecturer with a Faculty cover sheet, a copy of the presentation (eg powerpoint slides) stapled in a SINGLE bundle with a copy of your comment piece from Moodle. Use A4 paper and in a legible format and font (at least 11 pt). It should include a List of References.</p> <p>Failure to comply with this requirement will mean that your work is considered submitted late until it is received in this format, with late penalties applying. The requirements of this task are about meeting a deadline for publication, and allowing your work to be rapidly marked with feedback for your learning.</p> <p>You must not cover a story already covered by someone else (check with others rostered before and in the same week as yourself to avoid duplication) - unless you have prior approval from your lecturer and can demonstrate a significantly different approach or issues is covered.</p> <p>You should aim for at about 5-10 references - eg 2-3 scholarly texts/references (not from Wikipedia!) and 2-3 media texts or other references and any references to codes/regulatory websites etc.</p> <p>Guidelines and a list of suggestions for case studies will be posted on Moodle under the Assessment Folder for Comment Pieces. These are suggestions only and you may choose your own topic with the approval of the lecturer. As far as possible, it should involve a current or recent media story which is in English.</p> <p>Please liaise with your lecturer early in the semester to ensure you are on track with this assignment.</p>
Assessment	<p>% of total mark: 30%</p> <p>Key Assessment Criteria are the ability to recognise & articulate relevant legal and ethical issues and factors in analysing the story; reasoning / use of relevant legal and/or ethical framework(s); critical reflection on the effectiveness of relevant law and ethical practice in addressing underlying tensions; structure and strength of argument; use of media and academic texts to support your argument; clarity of expression and presentation; originality of thought.</p> <p>Hurdle Requirement: 1 comment of approximately 200 words, on another student's posting.</p>

	A marking rubric will be posted online at the beginning of semester.
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Task	<p>Reflective Practice Essay 1200 Words % of total mark: 20%. Due: 4 November Submitted through Turn It In only</p>
Expectations	<p>Self-reflection is a powerful tool in enabling students to monitor their own learning and set goals for further development. This task is designed to help students evaluate their approach and attitudes, analyse their progress in this area of study, and set goals for future learning. The aim is to promote conscious learning, with students able to apply their learning to new areas of study.</p> <p>Write a short personal reflection describing an ethical decision you have faced in relation to the your own practice in media in your professional, academic or personal life. You may draw on examples from your other media studies, an actual piece of work you have done or are working on, or your experience with the media in any capacity – producer, consumer, student. Critically analyse the key ethical issue(s), any relevant codes or guidelines or regulation, philosophy(s), concepts, key thinkers, or any other factors to that would help you to make a more ethical decision. How will you determine whether an ethical decision or outcome was/has been reached? Analyse which ethical framework(s) you would use in making ethical decisions in the future. You could also consider how you have developed or will continue to develop your own ideas for ethical decision making in the future. In what ways would you change your decision or decision making process in the future.</p> <p>Writing in the first person (“I think...”) is acceptable.</p>
Assessment	<p>Key Assessment Criteria include:</p> <ul style="list-style-type: none"> • Structure & Organisation • Presentation and formatting, • Succinct & coherent presentation of ideas and arguments • Conclusions supported by logical and appropriate reference to examples and course materials • Articulation and application of own philosophical approach • Insightful reflection on own learning and development. <p>A marking rubric will be posted online at the beginning of semester.</p>

Submission of Assessment Tasks

All assignments must be submitted electronically through Turnitin AND (Except for task 4) in hard copy to your lecturer to enable detailed feedback from the lecturer. You are encouraged to use Turnitin as a learning tool – feel free to submit your work to turnitin BEFORE the deadline and submitting it for assessment to obtain feedback in respect of any plagiarism concerns you may have and to assist you to achieve a high academic standard. Documents prepared in Powerpoint or similar programs should be saved as PDF's prior to uploading.

Hard copies of work must have a completed SAM assignment cover sheet, be typed, 1½ lines spaced (or double spaced) stapled in a single bundle, and on single sided A4 paper.

For the Task 3 Comment Piece and Class Presentation– you must submit a STAPLED, SINGLE BUNDLE (include a copy of the comment piece posted on Moodle with any responses from other students, a copy of any material used in the presentation (eg powerpoint slides etc) and speaking notes.) at the BEGINNING of the class in which you are presenting – not after you have done your presentation (that means you should have a spare copy for yourself if you need to look at your notes for the presentation).

Failure to comply with this requirement amounts to LATE submission and penalties will apply.

Late Submission

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the FASS assessment protocols at <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

*Take particular note of the requirements for the Comment Piece/Presentation assignment task – you are required to hand a hard copy of the comment piece AND any powerpoint slides, notes or other material used in your presentation in a **STAPLED, SINGLE BUNDLE** at the **BEGINNING** of the class in which you are presenting – not after you have done your presentation (that means you should have a spare copy for yourself if you need to look at your notes for the presentation) with a **Faculty Cover Sheet**. Failure to comply with this requirement amounts to LATE submission and penalties will apply.*

Extension Procedure

- A student seeking an extension should apply through to the Course Convenor before the due time/date for the assessment task.
- The Course Convenor should respond to the request within two working days.

- The Course Convenor can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Learning Centre's Website [Plagiarism & Academic Integrity website \(http://www.lc.unsw.edu.au/plagiarism\)](http://www.lc.unsw.edu.au/plagiarism), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the [Student Misconduct Procedure \(pdf-https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf\)](https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

- Correct referencing practices;
- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.

Course schedule

Summary of Classes and Assessment Due Dates			
Week	Topic		Assessment tasks
Week 1: July 28	Course Overview; Freedom vs Regulation of Speech	Identifying key legal & ethical issues for the media and media practitioners	'My ethics' snapshot online post of 250-300 words of your own current approach to ethics – post on Moodle
Week 2: August 4	Introduction to Ethics	Developing a 'vocabulary' of ethics & ethical reasoning Aristotle & Kant	
Week 3: August 11	Ethical Frameworks	Ethical theories and processes. Mill & Foucault; Potter Box	Task 1: Rostered Comment Piece / Responses & Class Presentations Begin
Week 4: August 18	Regulation of Media;	Media Systems & Legal Systems; Legal literacy	
Week 5: August 25	Public Interest	Public Interest & Ethical conduct; Public interest as justification for regulating and not regulating.	Task 2: In Class Quiz (5%)
Week 6: September 1	Codes of Ethics & Professional practice	Codes and their overlap across Media	Essay Proposal /Plans Due
Week 7 September 8	Introduction to Law & Legal Frameworks	Legal reasoning, legal framework, Relationship between courts and the media (reporting the courts; contempt of court)	Regulating for 'diversity'; Convergence and it's implications;
Week 8 September 15	Defamation	Identifying defamation and defences	
Week 9 September 22	Copyright	Understanding protection and use of copyrighted works	
Week 10: NON-TEACHING BREAK			

Week 11 October 13	Privacy , Information & News - Gathering	What are the limits of privacy? How do we reconcile competing public and private interests? Legal and ethical concerns in gathering news and information.	Task 3 Major Essay Due 13 October 2016 in class.
Week 12: October 20	Commercial Media Cultures	Objectivity, commercial pressures, new journalistic values?	
Week 13: October 27	Pornography, Violence, Racism, Censorship New Frontiers - The Future?!	Are there universal limits to free speech or are they determined by culture and context? What will the future of media and media regulation look like?	
4 November 5pm			Task 4 Reflective Essay Due Submit through Turn It In only

Expected Resources for students

A detailed **Lecture and Reading Guide will be provided** to all students prior to the commencement of lectures. Powerpoints and lecture summaries will be provided on Moodle in each unit of study, together with copies of readings and other relevant material.

Texts:

The required Text for this course is

Pearson, M. & Polden, M (2015) *The Journalist's Guide to Media Law*, 5th Edition, Allen & Unwin, Sydney (referred to as 'Pearson text')

Students should have their own copy of Pearson. Earlier editions of the text will have out of date law in some areas.

Copies of the required text and additional texts are held in the UNSW Library.

Additional Unit Readings & Resources

For Each Unit of Study, there are additional required and recommended readings. Where possible these have been uploaded to Moodle under each Unit of study. Powerpoints and lecture summaries will also be posted in each Unit to assist you in both participating in class discussions and completing assignments. These are not a substitute for attending lectures but supplement the discussion in each class. A detailed

reading guide will be available before the commencement of lectures with readings, focus questions, examples and suggestions for further study.

Additional Texts - you may find helpful:

A list of useful websites and other sources will be available online at the start of semester and are listed in the respective Units of Study. The following texts may also be useful for students.

Dwyer, T. (2012) *Legal and Ethical Issues in the Media*. Basingstoke, Hampshire, Palgrave Macmillan.

Lumby, C. and Probyn, E. (2007) *Remote Control: New Media, New Ethics*, Cambridge University Press. (referred to as 'Lumby text')

Preston, N (2007) *Understanding Ethics*, 3rd ed, Annandale, Federation Press

Beattie, S and Beal, E *Connect and Converge: Australian Media and Communications Law* Oxford University Press 2007.

Butler, D and Rodrick, S *Australian Media Law*, Third Edition, Law Book Co, Sydney 2011

Crook, T (201) *Comparative Media Law & Ethics*, Routledge, New York

Hirst, M & Patching, R ((2007) *Journalism Ethics, arguments and cases* Oxford University Press 2007 2nd Ed

Manne, R. (ed) *Do Not Disturb, Is the Media Failing Australia?* Melbourne: Black Inc. 2005.

Nightingale, V. and Dwyer, T. (eds), 2007, *New Media Worlds: Challenges for Convergence*, Melbourne: Oxford University Press.

Richards, I., *Quagmires and Quandaries, Exploring Journalism Ethics*, Sydney: UNSW Press, 2005.

Patterson, P. and Wilkins, L, *Media Ethics, Issues and Cases*, New York: McGraw Hill, 2005.

Please make use of the UNSW library which can be accessed at
<http://info.library.unsw.edu.au/web/services/services.html>

Course evaluation and development

Media law is a fast changing and dynamic area and the course is reviewed continuously to ensure relevant and up to date material is included. This course has been developed with media and legal practitioners to ensure the content and delivery is appropriate for those intending to work in media practice.

The student learning experience is important to the Faculty, course convenors and lecturers in this course. Throughout the course of Media Law and Ethics, students are encouraged to provide either formal and/or informal feedback on their experiences of the course. This will be analysed by staff and

incorporated into the semester program where possible. At the conclusion of the semester a formal student evaluation is provided to enable feedback on the course content and teaching staff. This allows for longer-term student input into course design. The addition of the first assessment task in week 5 has been designed to ensure students get early feedback on their progress. This was seen as one of the shortcomings of previous years, especially for those students who were not rostered to give their comment piece/class presentation until later in the semester and had no concrete feedback on their progress.

Student responsibilities and conduct

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in the 'A-Z Student Guide':

<https://my.unsw.edu.au/student/atoz/ABC.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Special Consideration', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

Workload

It is expected that you will spend at six - ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

Attendance & Participation

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Learning at post-graduate level requires both self directed learning and participatory, collegiate approaches and it is expected that students will come to each class prepared to engage fully in discussions with the lecturer and other students. This is a critical part of learning, particularly in this subject as ethical engagement is not simply about developing a knowledge of ethical theory, but also the skills in articulating ethical issues /approaches and navigating/reconciling often competing perspectives.

Special Consideration

You must submit all assignments scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For advice on UNSW policies and procedures for granting special consideration, see: UNSW Policy and Process for Special Consideration': <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <http://www.my.unsw.edu.au>

Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://www.ohs.unsw.edu.au/>

Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

Additional Student Resources and Support

The University provides a wide range of support services for students, including:

UNSW Learning Centre: www.lc.unsw.edu.au

Library training and search support services: <http://info.library.unsw.edu.au>

UNSW IT Service Desk: Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333. Website: www.its.unsw.edu.au/support/support_home.html

UNSW Counselling Service: <http://www.counselling.unsw.edu.au>

Student equity and diversity issues via Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734).

Further information for students with disabilities is available at <http://www.studentequity.unsw.edu.au>