## Course Outline

**School / Portfolio:** Faculty of Education and Arts

**Course Title:** MEDIA TEXTS

**Course ID:** ATSGC3449

**Credit Points:** 15.00

**Prerequisite(s):** (Two intermediate (level 2000) Media and Screen Studies courses)

**Co-requisite(s):** Nil

**Exclusion(s):** (ATSGC2449)

**ASCED Code:** 100799

### Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<td>Level</td>
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<td>Introductory</td>
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<td>Advanced</td>
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### Learning Outcomes:

#### Knowledge:

- **K1.** Identify and apply a range of techniques of textual analysis to analyse a range of contemporary media texts
- **K2.** Examine the array of diverse strategies for relating interpretation to core issues
- **K3.** Appraise key debates, issues and perspectives informing the study of representation
- **K4.** Understand and critically evaluate a range of theories of representation.

#### Skills:

- **S1.** Research, explain and evaluate contemporary aesthetic, social and political issues relevant to the study of texts at an advanced level.
- **S2.** Express substantiated, reasoned, expositions and arguments concerning issues related to media representation;
- **S3.** Summarise, analyse and evaluate relevant key themes, issues and debates concerning issues of representation and textual interpretation.

#### Application of knowledge and skills:

- **A1.** Apply higher order critical thinking skills to key debates concerning relevant issues of representation.
- **A2.** Utilise, integrate and apply relevant conceptual frameworks in analysing texts;
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A3. Identify links and tensions between issues, debates, concepts and perspectives relevant to textual interpretation;

A4. Develop a sustained and detailed argument informed by substantial independent research on issues relevant to key issues and debates.

Course Content:

Topics may include:

- Theories of representation and aesthetics
- Theory of ‘realism’
- Historical context for relevant theories
- Issues related to specificity of different media
- Theories and strategies of textual interpretation
- Ideology
- Genre Theory
- Adaptation
- Semiotics, structuralism and post-structuralism
- Reader-response and reception theory
- Psychoanalytical models of textual analysis
- Postmodernism
- Revision

Values and Graduate Attributes:

Values:

V1. Develop an understanding of the relationships between texts and readers;

V2. Appreciate the diverse range of analytical frameworks in considering interpretative issues;

V3. Develop an informed, multi-faceted and nuanced understanding of the deep complexities in evaluating media representations.

Graduate Attributes:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Continuous Learning</td>
<td>Students develop their abilities to identify and understand relevant issues and debates</td>
<td>High</td>
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<tr>
<td>Self Reliance</td>
<td>Students develop their abilities to identify and understand relevant issues and debates</td>
<td>Medium</td>
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<tr>
<td>Engaged Citizenship</td>
<td>Students engage with values, ideas, concepts, debates and perspectives relating to issues of media representation</td>
<td>High</td>
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<td>Social Responsibility</td>
<td>Students develop their understanding of the social and political dimensions of media representations</td>
<td>High</td>
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Learning Task and Assessment:

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<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<td>K1, K2 S1, S2, S3 A1, A3, A4</td>
<td>Research and writing skills, construction of an informed, sustained and substantiated argument, using relevant evidence including primary sources. Integrating, synthesising and applying theoretical knowledge to interpretation of texts</td>
<td>Research Essay</td>
<td>40-60%</td>
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<tr>
<td>K2, K3, K4 S1, S3 A2, A3</td>
<td>Comprehension of course materials, relevant concepts, debates and scholarly perspectives. Application and synthesis of knowledge and critical analysis at an advanced level</td>
<td>Exam</td>
<td>40-60%</td>
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**Adopted Reference Style:**

MLA