

Faculty of Law, Humanities and the Arts

School of the Arts, English and Media

Subject Outline

BCM390

Media, War and Peace

8 Credit Points

Autumn Session 2015

Wollongong (On Campus)

Pre-requisites: 24cp at 200 level

Co-requisites: Nil

Teaching Staff

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Subject Information

Subject Description

War and violence are staples of media coverage. Explaining the content and style of coverage requires understanding both of media dynamics and international politics. Through case studies of war and peace journalism, military censorship and media management, and the psychology and politics of denial and acknowledgement of atrocities, students will learn how to interpret and intervene in media coverage on war and peace, violence and nonviolence. Use will be made of frameworks from communication theory, politics, and peace research.

Subject Objectives/Learning Outcomes

On successful completion of this subject, students will be able to: demonstrate knowledge of war and peace journalism, military censorship and media management; understand and apply theories explaining media dynamics and international politics; investigate media coverage on war and peace, violence and nonviolence; contribute to public debates about war and peace, violence and nonviolence.

Graduate Qualities

Successfully completing the learning and assessment tasks in this subject will assist students in developing the following Graduate Qualities:

Informed

Demonstrate skills and knowledge of the practice, languages, forms, materials, technologies and techniques in their discipline. Understand the roles creative professionals play within society and how history has informed contemporary practice.

Independent learners

Develop and evaluate ideas, concepts, sources and processes by thinking creatively, critically and reflectively. Be able to identify, acknowledge and engage the work, ideas and influences of others.

Problem solvers

Adapt and respond flexibly to different conditions as a creative professional and apply relevant skills and knowledge from a variety of disciplines to realise creative works and products.

Effective communicators

Interpret, communicate, and present ideas, problems, arguments and stories in mediums that engage audiences and communities. Be able to work collaboratively in a range of different settings, recognising how culture can shape communication.

Responsible

Be able to reflect on their practice and its implications for diverse local, national and international communities. Act with integrity, making ethically-informed professional choices.

For further information on The Schools of the Arts English and Media and UOW Graduate qualities please refer to: <http://lha.uow.edu.au/future-students/graduate-qualities/index.html>

Attendance

Students are expected to attend all tutorials. Your active and constructive presence in class makes an important contribution to your education as well as that of your peers. Failure to meet attendance requirements as set out below may significantly diminish your mark, and possibly lead to failure.

Students who do not attend at least 80% of all tutorials (fewer than 10 of 12 tutorials) risk possible failure in the subject. Roll books will be maintained. Arriving late or leaving early will be deemed a partial absence.

Early departure in order to attend another class or an employment commitment does not constitute a satisfactory explanation. Absences incurred by a timetable clash with another subject or by employment commitments do not represent legitimate reasons for absence.

It is the student's responsibility to advise the subject coordinator or tutor of the reasons for any absence from a class. It is not the responsibility of the teacher to provide remedial instruction to those who have not attended classes.

Timetable

For current timetable information please refer to the online Subject Timetable on the Current Students webpage: <http://www.uow.edu.au/student/timetables/index.html>

Weekly Outline: Tutorials and Workshops

There are no formal lectures. Educational research shows that lectures are no better than other learning modes, such as reading, for learning information, and worse for deeper forms of understanding. In BCM390, the aim is to encourage you to learn to learn for yourself, both by finding and analysing sources, by working in groups and by helping others to learn.

A lot of class time is interactive, including activities designed by groups of students —this includes you! As is commonly said, the best way to learn something is to teach it. However, if you feel that because you aren't taking notes on lectures, you aren't learning much, see "Learning and taking notes" at <http://www.bmartin.cc/classes/notetaking.html>

BCM390 is run a bit differently from most other subjects. Please read the subject outline carefully rather than assuming things are like other classes.

- You will be expected to sign an honour statement for your assignments.
- You have a lot of choice in picking the topics for your assessment tasks.
- Be prepared for a few unusual teaching methods — and to have some fun!

More information about the subject

BCM390 includes material relating media to war and peace, in the wide sense including violence and nonviolence. It includes news coverage — or lack of news coverage — of wars, peace initiatives, interpersonal violence and peaceful living. It also includes war, peace, violence and nonviolence in the media outside the news, such as advertisements, dramas, comedies and music. It includes mass media and alternative media. It includes the social forces that shape the form and content of the media. And much else.

We can look at this content from various angles, called theories or perspectives. We will cover four theories in weeks 1 to 4. The goal in covering both content and theory is to understand theory by applying it to case studies and to see media/war/peace through new perspectives.

Job skills

According to employers, the most important attributes for success are

- motivation, self-discipline and self-understanding
- ability to get along with others and work in teams
- communication skills: verbal, written and using communication technologies
- skills in critical thinking.

Knowledge — the factual material you learn in classes — is less important. BCM390 emphasises self-directed learning and working in teams, as well as communication skills and critical thinking. But don't rely on university education to give you everything you need for job success. Most university courses are built around individual work, not teamwork, and impose external incentives (marks) that can undermine internal motivation.

Advice to you from previous students

Top 5 responses from three classes, in order of frequency

From class 1

- Be prepared for class (especially 1-minute reports)
- Bring good snacks
- Have an open mind
- Be prepared for alternative learning styles
- Don't stress about the subject outline; it's vague — relax!

From class 2

- Be open to new learning methods

- Be prepared for independent learning (you get out what you put in)
- Be prepared for class (especially 1-minute reports)
- Speak up in class
- Bring good snacks

From class 3

- Be open and prepared to be active
- Have fun
- Be prepared for class (especially 1-minute reports)
- Value searching and studying by yourself
- Bring good snacks

Week / Date	Workshop	Tutorial	Task Due
Week 1 Commencing 2 March 2015		<p>Introductions</p> <p>1-minute reports: bring to your tutorial an article about a conspiracy theory or about conspiracy theories generally and be ready to talk about it for 30-60 seconds.</p> <p>Group exercise on conspiracy theories</p> <p>Decide 1-minute report topics for weeks 2 to 6</p>	1-minute report
Week 2 Commencing 9 March 2015	<p>Workshop</p> <p>Part 1: getting started on your short</p> <p>Part 2: Annabelle Lukin's approach to the grammar-of-war discourse</p> <p>1-minute report topic: war reporting</p>	<p>Introductions</p> <p>1-minute reports</p> <p>Exercise on deciphering violence Karen Cerulo has analysed standard ways that violence is described in stories. Her book <i>Deciphering Violence: The Cognitive Structure of Right and Wrong</i> (New York: Routledge, 1998) is in Short Loans. A key extract from this book is an e-reading.</p> <p>Bring to your tute a newspaper or magazine with news stories about wars, murders or other violent events. International news is the most promising part of a newspaper.</p>	1-minute report
Week 3 Commencing 16 March 2015		<p>Introductions</p> <p>1-minute reports</p> <p>Exercise on nonviolent action There's a large amount of writing about nonviolent action.</p> <p>Some entry points:</p> <ul style="list-style-type: none"> • Gene Sharp. See especially his classification of methods of nonviolent action and his framework called the dynamics of nonviolent action. 	1-minute report

		<p>Publications are available at http://www.aeinstein.org/.</p> <ul style="list-style-type: none"> • International Center on Nonviolent Conflict (http://www.nonviolent-conflict.org/), with copies of many articles. • Kurt Schock, "Nonviolent action and its misconceptions" (available online). • Brian Martin and Wendy Varney, "Nonviolence and communication," http://www.bmartin.cc/pubs/03jpr.html <p>Form class activity groups</p>	
<p>Week 4 Commencing 23 March 2015</p>	<p>Workshop</p> <p>Part 1: Working on your short</p> <p>Part 2: The film <i>Bringing Down a Dictator</i> 1-minute report topic: colour revolutions</p>	<p>Sharing</p> <p>1-minute reports</p> <p>Exercise on peace journalism</p> <p>Look up peace journalism online to get an initial idea of what it is.</p>	<p>1-minute report</p>
<p>Week 5 Commencing 30 March 2015 *</p>		<p>Sharing</p> <p>1-minute reports</p> <p>Class activity</p>	<p>1-minute report</p>
<p>Week Commencing 6 April 2015*</p>	<p>MID-SESSION RECESS</p>		
<p>Week 6 Commencing 13 April 2015</p>	<p>Workshop</p> <p>Part 1: Commenting on shorts</p> <p>Part 2: to be announced</p>	<p>No tutorials</p>	<p>Draft short due by 2pm Monday 13 April</p>
<p>Week 7 Commencing 20 April 2015</p>		<p>Sharing</p> <p>1-minute reports</p> <p>Class activity</p>	<p>1-minute report</p> <p>Comments on shorts due by 7pm Monday 20 April.</p> <p>Final short due by 7pm Friday 24 April</p>
<p>Week 8 Commencing 27 April 2015</p>	<p>Workshop</p> <p>Part 1: Getting started on the project</p> <p>Part 2: to be announced</p>	<p>Sharing</p> <p>1-minute reports</p> <p>Class activity</p> <p>Preparation for the project</p>	<p>1-minute report</p>
<p>Week 9 Commencing 4 May 2015</p>		<p>Sharing</p> <p>1-minute reports</p>	<p>1-minute report</p>

		Class activity Preparation for the project	
Week 10 Commencing 11 May 2015		Sharing 1-minute reports Class activity Preparation for the project	1-minute report
Week 11 Commencing 18 May 2015		Sharing 1-minute reports Class activity Preparation for the project	1-minute report
Week 12 Commencing 25 May 2015		Sharing 1-minute reports Preparation for the project	1-minute report Draft project report due by 2pm Wednesday 27 May
Week 13 Commencing 1 June		Sharing 1-minute reports Preparation for the project	1-minute report Comments on other students' draft project reports due by 2pm Wednesday 3 June
Week 14 Commencing 8 June *	Study recess		Final project report due by 2pm Wednesday 10 June
Week 15 Commencing 15 June	Examination Week 1		
Week 16 Commencing 22 June	Examination Week 2		

* Public holidays for this session are:

*Friday 3rd April

*Monday 6th April

*Monday 8th June

Recent Changes and Subject Improvements

Peace journalism has been added as a framework and the theories covered in weeks 1 to 4 rearranged. The entire project report (the information pack and dialogue) must be uploaded as a draft for comment. Adjustments have been made to the concepts and theories.

Assessment Information

Assessment

The Faculty of Law, Humanities and the Arts reserves the right to scale marks in accordance with the University's *Assessment Guidelines - Scaling*. Marks are not final until declared by the Faculty Assessment Committee.

The subject coordinator reserves the right to hold a supplementary oral examination concerning any piece of assessment; passing is contingent on satisfactory performance in any such examination.

Referencing

Referencing is an essential component of academic writing or presentation since it enables the reader to follow up the source of ideas and information presented in your work, and to examine the interpretation you place on the material discovered in your research. Reliable referencing clearly indicates where you have drawn your own conclusions from the evidence presented.

It is obligatory for students to reference all sources used in their written work including electronic material. Students should consult the University library website for a detailed explanation and examples of how to reference electronic material correctly: <http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

Different programs use different referencing styles to reflect the needs of their discipline. It is the student's responsibility to check which referencing style is used.

Clear examples of how to reference correctly, across a wide variety of source materials, can be found on the UOW Library website:

- Library Resources - Referencing and Citing
<http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

Academic Integrity and Plagiarism Policy

The University's Academic Integrity and Plagiarism Policy, Faculty Handbooks and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. This is considered academic misconduct and students place themselves at risk of being expelled from the University

Students should refer to:

- Student Conduct Rules
<http://www.uow.edu.au/about/policy/UOW058723.html>
- Academic Integrity and Plagiarism Policy

Submission, Receipt & Collection of Assessment Tasks

Assessments are to be submitted on the due dates and via the submission method specified in each assessment task listed in this Subject Outline. Penalties apply for late submission.

Submission of Assessment Tasks

If an extension is not granted, any assessment lodged after specified time on the due date will be considered late and will incur late penalties (see 'late submission' section below).

Receipt of Assessment Tasks

It is the responsibility of the student to keep a copy of all work submitted for assessment to the Faculty.

Collection of Assessment

The University's Code of Practice Teaching and Assessment requires that at least one assessment be assessed and returned before Week 9 of session.

Late Submission of Assessments

In the absence of an approved request for Academic Consideration (see the *General Advice Guide* for information about, and links to, the *Academic Consideration Policy*) in the form of an extension, assessment tasks must be submitted by the time specified in the Assessment Task information. Late submissions will be penalised by subtraction of 10 marks per day.

Electronic Submission of Assessments

Where assessments must be submitted electronically the procedures for doing so will be in accordance with the Code of Practice — Teaching and Assessment, and specified in each assessment task listed in this Subject Outline.

Subject Assessment Tasks

Concepts and theories

Peace/war/violence/nonviolence

You can pick any of these for the short, the class activity and the project report. For other possibilities, check with Brian.

aggression
assassination
centre of gravity (in Clausewitz's framework)
conflict resolution
culture jamming
deciphering violence (see week 2)
disarmament
enlightenment (in Buddhism)
euthanasia
forgiveness
genocide
grammar of war discourse (see e-readings by Annabelle Lukin)
just war theory
mediation
militarism
military-industrial complex
nonviolent action (see week 3)
pacifism
peacebuilding
peace conversion
peace journalism (see week 4)
peacekeeping
positive peace
protest music
realism (in international relations)
reconciliation
riots
satyagraha (Gandhian nonviolence)
social defence
terrorism
torture

Assessment 1: Participation

Marking:	Marked out of 100 - 15%
Description:	<p>Each tutorial, you are expected to read a substantial article (more than 1000 words) on the week's topic — or the equivalent in another medium — and give a verbal report on it to the class lasting 30 to 60 seconds. Describe the article, tell what it says and explain its significance. As well, bring along an object or drawing or wear something related to the topic of your article.</p> <p>To aid your memory, you can write a few dot-points on a slip of paper. You must not use a computer screen or written text.</p> <p>The topic for week 1 is conspiracy theories. Topics for later weeks will be decided in your tute class.</p> <p>Suggestions from previous classes Some favourite topics are protest music, culture jamming, naked protest, genocide, assassination, riots, euthanasia, torture, serial killers and honour killing.</p> <p>The most important skill for you to learn and practise is to speak to the others in the class without reading. Use dot-points or go entirely from memory. If you tend to be nervous, practise by yourself one or more times. One minute goes by very quickly!</p> <p>This is a great opportunity to practise becoming a better speaker. This is a very useful skill.</p> <p>Attendance at workshops is optional. The first part of each workshop will be oriented to helping you prepare for the short and project. The second part of each workshop, for those interested, will include an opportunity for you to present a 1-minute report.</p>
Due Date:	Weeks 1 to 13
Graduate Quality developed:	Informed/Independent learners/Problem solvers/Effective communicators/Responsible
Format:	30-60 seconds verbal report each week, bringing an object, plus participation in tutorials
Assessment Criteria:	<p>You will be marked only on whether you give a report and whether you bring an object, <i>not</i> on how well you do it. So go ahead and experiment with different forms of delivery: for example, be dramatic, or draw everyone in by starting with intriguing details.</p> <p>Each tutorial at which you give a 1-minute report and participate throughout the class counts as 2 points. Doing the same at a workshop counts as 1 point. Your participation mark is calculated as follows.</p> <p>28 points, 100% 26 points, 90% 24 points, 80% 22 points, 70% 20 points, 60% 18 points, 50% 16 points, 35% 14 points, 20% 12 points or less, 0%</p> <p>You're welcome to attend more than one tutorial in a week during weeks 5 to 12.</p>
Submission Method:	In class. Verbal report and object plus participation in tutorials and workshops
Must Attempt:	Yes

Assessment 2: Short

Marking:	Marked out of 100 - 25%
Description:	<p>A short is a brief presentation relating a media item to a theory or concept. Choose a media item and tell how it relates to a theory or concept related to peace/war/violence/nonviolence (see examples under "Concepts and theories," above).</p> <p>Your media item can be a newspaper or magazine article, video clip, email message, webpage, photo, blog, tweet, etc. Tell a little bit about the item, for example who created it, where it's available, how you found it and what its significance is. You're welcome to supplement the media item with others.</p> <p>You should also discuss at least two sources — normally books or scholarly articles — about the theory/concept. Tell what these sources say as well as giving the full references.</p> <p><i>Recommendation:</i> when you put text on the screen, let the viewer read it — in silence. Don't read it out loud. Use fewer than 100 words per slide.</p> <p>The maximum time for an individual short is 10 minutes. If you wish, you can do your short jointly with one other person. Maximum time for two-person shorts: 14 minutes.</p> <p>Your short should be recorded on video and posted online for viewing by other class members. In class, we will form groups to assist you with recording your short. We will decide about where we will post videos and decide about privacy settings and related matters.</p> <p>Check out some previous top shorts at http://www.bmartin.cc/classes/mwp_top_shorts.html</p> <p>You are expected to comment on the draft shorts of at least three other students. This is part of what's assessed. You should comment on specific aspects of other draft shorts, saying what is good and what might be improved.</p> <p>Checklist for your short</p> <ul style="list-style-type: none"> <input type="checkbox"/> I've identified and discussed a specific media item. <input type="checkbox"/> I've discussed two or more sources about the theory/concept. <input type="checkbox"/> My short is less than 10 minutes. <input type="checkbox"/> I've included an honour statement giving acknowledgements for all assistance received.
Due Date:	<p>Your draft short must be posted by 2pm Monday 13 April.</p> <p>You must post your comments on other students' draft shorts by 7pm Monday 20 April.</p> <p>The final version of your short must be posted by 7pm Friday 24 April.</p>
Graduate Quality developed:	Informed/Independent learners/Problem solvers/Effective communicators
Format:	Your short should be recorded on video and posted online for viewing by other class members.
Assessment Criteria:	<ul style="list-style-type: none"> • Selection and understanding of the media item • Understanding of theory/concept • Application of theory/concept to the media item • Quality of expression and presentation • Insight and value of comments on other shorts, with special attention to suggestions about theory and about the media item, relevance of the theory to the media item, and how the short might communicate its message more effectively
Submission Method:	In tutorials, we will decide about where we will post videos and decide about privacy settings and related matters.
Must Attempt:	Yes

Assessment 3: Class Activity

Marking:	Marked out of 100 - 20%
Description:	<p>This is an activity, <i>not a presentation</i>.</p>
	<p>You can work individually or in a team of two or three students to run an activity for the class on a topic agreed by your tutor. Normally the topic will cover both a case study and a peace/war concept or theory — your choice: see the list above. The case study will normally include a connection with the media but, unlike the shorts, there is no need to focus on a particular media item. For example, you might cover the Kennedy assassination from the point of view of conspiracy theories (or assassination) or a peace rally from the point of view of nonviolent action.</p> <p>You should provide every student with a take-away workbook that includes a summary of the activity, tasks linking theory with case studies, and annotated references and links for further study of the topic. The workbook should include an honour statement describing the contribution made by each team member and acknowledgements for assistance from anyone else.</p> <p>A few specific points:</p> <ul style="list-style-type: none"> • Identify sources for any quotes. • Practise in advance to iron out difficulties and check timing. Keeping to time can be a big challenge. • Plan every detail. For example, if you want responses to a question, you might display the instruction "Everyone write down a response on a slip of paper" rather than "What do you think?" Planning details will make your workshop more engaging. • If you show potentially disturbing images (such as of torture), provide a warning so no one is obliged to view them. <p>Here are some examples of activities that were effectively organised to involve the audience, use many aids and evaluate what the class has learned (the 3rd, 4th and 5th assessment criteria). You show understanding of the theory and case study (the 1st and 2nd assessment criteria) by the content and organisation of materials used.</p> <p>Sample 1 Students are put into groups of three according to the team's prearranged plan. The groups deal with a series of tasks: studying a handout and filling in a questionnaire; drawing a diagram; watching a two-minute video clip and writing a critic's summary comment; playing a game; and preparing questions for the other groups. At the end, each student answers a single probing question; the team picks up the answers.</p> <p>Sample 2 Each student, on entering the classroom, is given an animal token and a questionnaire. After filling out the questionnaire and depositing it in a box, students go to one of four groups according to their token. Each group spends 12 minutes at each of four stations around the room. At each station, there is an activity: a video followed by discussion, a game, a set of handouts followed by a quiz, and construction of a diagram. Each team member runs a station; the fourth station runs on its own. At the end, students fill out the same questionnaire in order to see how much they learned.</p> <p>Sample 3 Each student is given a workbook, with text, pictures, cut-outs and quizzes. Slides are automatically projected on the screen; posters are on the walls; music is playing; a pile of cards is on a table. Some of the workbook exercises require use of information or clues from the slides, posters, songs and cards. Team members are available to answer individual queries. At the end, the team collects the pages of the workbooks filled out by students, leaving the</p>

	<p>main content of the workbooks for students to take away.</p> <p>Suggestions</p> <ul style="list-style-type: none"> • <i>Don't</i> talk to the class about the case study or theory. <i>Why not?</i> Because it's low on audience involvement, and it's inefficient. <i>Instead,</i> use a handout with the same information. People can read text in a fraction of the time it takes to say it out loud. • <i>Don't</i> give verbal instructions. <i>Why not?</i> Because half the class won't be listening and some people won't hear them correctly. <i>Instead,</i> provide written instructions in a handout, on a poster or a slide. Only give instructions verbally, if necessary, to explain or reinforce written instructions. • <i>Don't</i> show a video for more than a minute or two at a time. <i>Why not?</i> Because it's low on audience involvement. Viewers quickly switch into passive entertainment mode. <i>Instead,</i> have a quiz or other exercise to fill out during the video, or show a minute's worth of the video, have a break for discussion, then show another minute, etc. • <i>Don't</i> tell the class to "get into groups." <i>Why not?</i> Because self-selected groups may not be the size or composition that you want. <i>Instead,</i> decide in advance the size of groups and — possibly — who you want in each one. You can allocate people to groups by some arbitrary criterion, such as birthdays, height or random numbers. Or you can allocate people according to their views about specific issues, such as about war. Or you can select the groups in advance, to get a desired mix of personality types. For example, to foster balanced participation, you might put the most talkative students in a group together, and the quietest ones in a different group.
Due Date:	Class activities are given in class in weeks 4 to 11. The week for your activity will be decided in class in week 3.
Graduate Quality developed:	Informed/Independent learners/Problem solvers/Effective communicators/Responsible
Format:	Activity conducted in class
Assessment Criteria:	<ol style="list-style-type: none"> 1. Understanding of theory 2. Use of case study 3. Audience involvement 4. Aids (handouts, slide show, posters, videos, costumes, props, music) 5. Method of evaluating how well the class understood your message
Submission Method:	Activity conducted in class
Must Attempt:	Yes

Assessment 4: Project Report

Marking:	Marked out of 100 - 40%
Description:	<p>Prepare an information pack for the general public to help people understand what is and isn't covered in media portrayals of an issue concerning war, peace, violence or nonviolence.</p> <p>Use a theory or concept covered in the subject, or another theory with Brian's approval. Include a case study to illustrate the application of the theory or concept.</p> <p>The information pack can be a written text, slide show, leaflet, poster, website, video or any other suitable format. For a written text, the maximum length is 1000 words. Other formats should cover the equivalent of 1000 words. Use footnotes to give references and to explain points that are complex or not fully treated in the text. (Footnotes do not count in the word total.) When using graphics, include acknowledgement of sources (e.g. web addresses). Your case study can be historical or contemporary.</p>
	<p>How to become a great writer See http://www.bmartin.cc/classes/writing.html</p>
	<p>For example, you might examine war reporting on the Afghanistan war using Cerulo's framework. You might examine violence against LGBTI (Lesbian, gay, bisexual, transgender and intersex) people using theories of aggression. You might explain the low number of news reports on nonviolent protests in Israel/Palestine using nonviolence theory. You may wish to supplement the war/peace theory with media theories, for example news values or agenda-setting theory re Israel/Palestine protests.</p> <p>After developing an initial version of your information pack, you should test it out on some members of the public — this includes anyone not at the university — and modify it in light of their comments.</p> <p>Supplement the pack with a 1500-word dialogue between you, your group members and anyone else relevant about</p> <ul style="list-style-type: none"> • how you chose your case study • how you gathered materials • the response to the initial version of your pack • what you discovered about the strengths and weaknesses of your theory • any unexpected findings • difficulties • future topics for investigation • anything else of interest. <p>The dialogue should be interactive, like a conversation. It is fictional: you write the dialogue rather than recording an actual one.</p> <p>We encourage you to work in a team on the project, sharing information collected about case study, theory and feedback from members of the public. You may choose to write your own individual report. Alternatively, two or three team members may submit a jointly written pack and separate dialogues or submit separate packs and a jointly written dialogue. Jointly written packs and dialogues should be the same length as individually written ones.</p> <p>You should include an honour statement saying who has done the work (including team members if relevant) and acknowledging ideas and assistance from others.</p>
	<p>Have a look at good dialogues, and good reports, at http://www.bmartin.cc/classes/mwp_tops.html</p>
<p>Checklist for your project report</p> <ul style="list-style-type: none"> <input type="checkbox"/> I've posted an information pack and dialogue. <input type="checkbox"/> My submission has my student number and a pseudonym — but not my name. <input type="checkbox"/> My submission has my tutor's name. <input type="checkbox"/> I've included an honour statement giving acknowledgements for all assistance received. 	

Due Date:	<p>A draft of your project report (information pack and dialogue) must be posted online by 2pm Wednesday 27 May.</p> <p>Your comments on other students' draft reports are due by 2pm Wednesday 3 June.</p> <p>The final version of your project report is due by 2pm, Wednesday 10 June</p>
Graduate Quality developed:	Informed/Independent learners/Problem solvers/Effective communicators/Responsible
Format:	2500 word report. The information pack can be a written text, slide show, leaflet, poster, website, video or any other suitable format. For a written text, the maximum length is 1000 words. Other formats should cover the equivalent of 1000 words. Use footnotes to give references and to explain points that are complex or not fully treated in the text. (Footnotes do not count in the word total.) When using graphics, include acknowledgement of sources (e.g. web addresses).
Assessment Criteria:	<ul style="list-style-type: none"> • Understanding of the case study • Understanding of theory • Use of sources (about case study and theory) • Expression and appearance • Comments on other students' information packs
Submission Method:	<p>Post your draft project report online. If it is an object, post a photo or other image online.</p> <p>Post your comments on other students' draft reports online.</p> <p>Post the final version of your report online.</p> <p>If your information pack is an object (poster, T-shirt, etc.), post a photo or other image online.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>No special cover sheet is needed.</p> <p>Put your student number and a pseudonym on the information pack and the dialogue.</p> <p>Put your tutor's name on the report.</p> <p>Do <i>not</i> put your own name on the information pack or dialogue.</p> <p>In the dialogue, use a pseudonym for yourself and any other BCM390 student.</p> </div>
Must Attempt:	Yes

Supplementary Assessment

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are identified as meriting an offer of a supplementary assessment. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made. Students who satisfactorily complete a supplementary assessment will be awarded a grade of 50% (Pass Supplementary)

Subject Resources and Materials

Set Texts

Nil.

Recommended Reading / Viewing / Listening

Students are encouraged to use the Library catalogue and databases to locate additional resources and supplement the recommendations with resources you discover through your own research, both online and in hard copy.

- UOW Library website
<http://www.library.uow.edu.au/index.html>

General Advice Guide

Each session the Faculty of Law, Humanities and the Arts produces a guide to Faculty and University policies, programs and resources.

Students are encouraged to access a copy of the General Advice Guide at the start of each session.

The General Advice Guide can be accessed from the Faculty website at <http://lha.uow.edu.au/current-students/lhacentral/UOW061165>