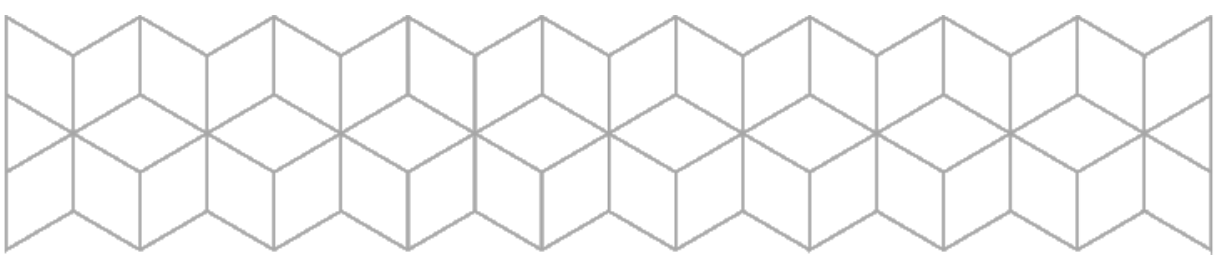
Høgskolen i Østfold

ASSESSMENT GUIDELINES

Course code:	SFB50316
Course name:	Media Studies
Form of examination:	Written assignment, individual The assignment is a media analysis (approx. 10 pages), defined by the course instructor. The assignment must be written in English. The course instructor gives detailed information about the assignment. Grades: A-F
Date:	29.05.2019
Lecturer(s):	Elin Strand Larsen
Comments: Examinators: Lin Prøitz & Elin Strand Larsen	



SFB50316	Course name:	Semester:
SFB50514	Media Studies	Spring 2019

Knowledge, skills and general competence

The candidate

- has a very sound understanding of the social role of the media and of the hallmarks of modern media dramaturgy.
- understand the way the media desks think and function and how modern media coverage is created both national and international.

The candidate

- is skilled in analysing media coverage and the role of the media in general, and in judging the media coverage of individual cases.

The candidate

- understand the social role of the media and the way the media think and function.
- has an ethical perspective on the role of the media.

Literature

Schudson, M. (2011) The sociology of news, New York: Norton

Articles posted on the learning platform from:

- Baran, S. J. (2015) Introduction to mass communication, media literacy and culture 8e, Boston, Mass: McGraw-Hill Higher Education
- Dayan, D. & Katz, E. (1992) Media Events – The live broadcasting of history, Cambridge, MA: Harvard University Press
- Enli, G. (2015). Mediated authenticity: How the media constructs reality. New York: Peter Lang Publishing Group
- Hornnes, E. S. (2012) When women have to apologize…, in Allern, Sigurd, & Ester Pollack. (red) Scandalous! : The mediated construction of political scandals in four Nordic countries. Göteborg: Nordicom
- Paxon, P. (2010) Mass communications and media studies: An introduction, New York: Continuum
- Robertson, A. (2015) Global news: Reporting conflicts and cosmopolitanism, New York: Peter Lang
- Thompson, J. B. (2000). Political scandal: Power and visibility in the media age. Cambridge: Polity Press

Lectures and tutorials

Lectures

- **13 lectures**
  - **Lecture 1:** Introduction to Media Studies: Media Literacy. Media Effects.
  - **Lecture 2:** Media Events: News as Literature and Narrative. News Sources. Framing, priming and agenda setting.
  - **Lecture 3:** The History of News: The News Revolution. Information and Surveillance Society. Moral Panics.
  - **Lecture 4:** Media Scandals.
  - **Lecture 5:** Global media: Counter-Hegemonic Media. Guest lecturer: Zeynep Banu Dalaman (ERASMUS) to talk about women´s movement in alternative media (in Turkey).
  - **Lecture 6:** Feminist Teen Television: Media analysis in class: The Norwegian TV series “Shame”.

- **Lecture 7:** Reality TV: Mediated Authenticity. Advertising.
- **Lecture 8:** Video Games: Guest Lecturer: Kim Johansen Østby.
- **Lecture 9:** How to write a media analysis! Feedback: Good and bad examples from your home assignments.
- **Lecture 10:** Media Ethics: Law, Democracy & News. World Press Freedom.
- **Lecture 11:** Academic writing: References and source evaluation. Librarian: Kjell Erik Johnsen.
- **Lecture 12:** Freedom of Media in Georgia: Guest Lecturer: Ekaterine Basilaia (ERASMUS).
- **Lecture 13:** Summing up. Questions – Kahoot! Exam.

Exam evaluation

EXAM, Media Studies 2019

To be handed in by 2 pm (14:00), Wednesday, 29th of May 2019

"Next time in Jerusalem", Netta Barzilai announced on stage after winning the Eurovision Song Contest for Israel in 2018. Prime Minister Benjamin Netanyahu supported Ms. Barzilai by echoing her word on his Facebook page. However, choosing the holy city that Israel is battling to have recognized internationally as its capital, spurred controversy and criticism. As a result, the 64th Eurovision Song Contest will take place in Tel Aviv 14-18th of May 2019.

Write a thesis where you analyse the media coverage in the days leading up to this non-political and non-religious song contest, as well as the **media event** itself. Compare and contrast the **media framing** of the Eurovision Song Contest in various countries and media outlets. You should use:

- Israeli media (in English)
- Australian media
- Media of your home country

Give examples of how the different media choose to cover the song contest and the contestants. Provide your own theories as to why they are portrayed and presented in this way.

The thesis should be 12-15 000 characters in length, and must be written in English. You are expected to refer to relevant information from your reading list. You

should use at least five examples from different media, referring to how they framed their coverage and make use of quotes to illustrate the type of coverage.

When using non-English quotes as examples from the media of your home country, please translate them to English. Examples from the coverage of the Australian and Israeli media (in English) can be quoted directly.

Hand in the exam via Inspera no later than 2 pm (14:00), 29th of May 2019.

GOOD LUCK ☺

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Grade guidelines

- **A (outstanding)**
    - Outstanding media analysis of the Eurovision Song Contest. The candidate shows very good judgment and a high degree of independence. Very good use of the curriculum and other literature. The candidate discusses and judges the term **media event** with references to Katz and Dayan, and defines the term **media framing** with references to Schudson (or other literature). Very good discussion and a clear link between theory and empirical evidence. Precise and clear language. Clear, independent and interesting arguments. Correct and consistent use of references. Stays within the defined limits unless there are very special reasons not to.

- **B (very good)**
    - Very good media analysis of the Eurovision Song Contest. The candidate shows very good judgment and independence. Good use of curriculum and other literature. The candidate discusses the term **media event** with references to Katz and Dayan, and defines the term **media framing** with references to Schudson (or other literature). Good discussion and link between theory and empirical data. Precise and clear language. Correct and consistent use of references. Stays within the defined limits.

- **C (good)**
    - Good analysis of the Eurovision Song Contest. The candidate shows good judgment and independence in the most important areas. Some use of the curriculum and other literature. The candidate presents the term **media event** with references to Katz and Dayan, and defines the term **media framing** with references to Schudson (or other literature). Some discussion and some link between theory and empirical evidence. Somewhat unclear and imprecise language. Somewhat incorrect or inconsistent use of references. Exceeding of the specified limits without any special reason.

- **D (fairly good)**
    - Fairly good analysis of the Eurovision Song Contest, but with some significant shortcomings. The candidate shows some degree of judgement, but lack independence. Little use of curriculum and other literature. The candidate does not present the terms **media event** and **media framing**, or lacks references to Katz

& Dayan, Schudson and other literature. Lack of discussion and little link between theory and empirical evidence. Unclear and imprecise language. Incorrect or inconsistent use of references.

- **E (sufficient)**
  - Sufficient analysis of the Eurovision Song Contest. Performance and media analysis satisfy the minimum requirements, but no more. The candidate shows little judgment and no independence. Very little use of the curriculum and other literature. The candidate does not present the terms **media event** and **media framing**. No discussion and no link between theory and empirical evidence. Unclear and imprecise language. Incorrect or inconsistent use of references.

- **F (fail)**
  - Performance and media analysis do not satisfy the minimum requirements. The candidate shows no judgment and no independence. No use of curriculum and other literature. No discussion and no link between theory and empirical evidence. Unclear and imprecise language. No references.