

CYB106: Global Media & Entertainment industries

Assessment Task 1

Assessment Task 1 –

Task overview

Assessment name:	Reading quizzes/workbook
Task description:	Develop a series of responses to weekly readings & learning material to show the development of your conceptual understanding of issues introduced during the semester.
Learning outcomes measured:	1: Compare, contrast, and connect diverse perspectives on global media and entertainment to explain how it is created, circulated, and consumed across different locations and cultures.
Due dates:	Progressive: Refer to deadline schedule on Blackboard
Estimated time to complete task:	Approximately 2.5 hours for each quiz (including reading, drafting & writing)
Length:	200 words (+/- 10%) (excludes Reference List)
Weighting:	20%
Individual/Group:	Individual
Authentic Assessment:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Formative/Summative:	Summative
How will I be assessed:	7-point grading scale

Task details

What you need to do:	<p>Each week you will find the reading quizzes posted in the respective page on Blackboard > Learning Materials > Week 1 etc.</p> <p>These questions are designed to accomplish several objectives:</p> <ul style="list-style-type: none">• They are intended to strengthen your aptitude for reading and thinking critically; that is, they aim to improve your abilities to engage, evaluate, and extend the arguments and analytical reasoning of authors.• The questions are also intended to support your learning by focusing your attention on key ideas in the texts. This is called 'reading with purpose.'• They are intended to help prepare you for class. At times we will explicitly draw from the questions to facilitate discussions and other activities.• They also help to form the foundation of your ideas for A2 and A3 later in the semester.
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This assessment asks you to **write 200-word responses** for reading questions that are posted in each week. Some weeks will offer the chance to answer multiple questions.

Students will be **marked based on the frequency of their activity** and the quality of their posts. You will receive formative feedback throughout the semester. You are welcome to seek out members of the teaching team at any time if you have specific inquiries about the quality of your responses.

CRA

	HD	D	C	P	MF	F
# of original posts	12+	9-11	6-8	4-5	3	2-1

While the teaching team will not review the number of times students are submitting throughout the semester (that's up to you), we will review posts regularly to ensure they contain evidence of **appropriate and meaningful engagement and independent ideas**. *We do not expect polished essays*. Instead, we expect you to use the posts to formulate a brief idea or two with respect to the readings.

If we determine a student is failing to meet basic requirements (e.g., you're not taking the task seriously, you're copying ideas from other students, and/or your posts are riddled with typos, etc.), **we will issue one warning with an opportunity to revise** the document according to our feedback. You will need to **resubmit the revised version to the same link** and then **notify your tutor of the submission**. Subsequent infractions will result in the submission being dismissed from your overall tally and not count toward your A1 grade. Academic misconduct will earn students a fail for this assessment.

Remember to:

1. Submit the Word document or PDF to Turn-it-in.
2. Check your similarity report in Turn-it-in.
3. **Ensure that you have an emailed receipt for the submission. Without a receipt, your essay has not been submitted successfully.**

Presentation requirements:

This assessment task must be presented as a written paragraph using academic language, ensuring that it is:

- 12-point Times New Roman or Arial
- Double linespacing
- Use QUT APA referencing

Resources needed to complete task:

- Weekly readings and resources on the Blackboard site
- External academic and industry sources that you locate outside of the Blackboard site
- [QUT Cite|Write site](#)
- [CiteWrite 2018 PDF](#)
 - ✓ **Supporting evidence – Page 26, 28, 30**
 - ✓ **Structure + clarity of ideas – Page 21 to 25**
 - ✓ **Academic language – Page 14 to 18**
 - ✓ **Citation + referencing – Page 2 to 4; 6 to 10**

What you need to submit:

One Word document or PDF that contains your name, your tutor's name, and your written response, and a reference list

Filename style: CYB106_A1_StudentName_TutorName.doc

Academic Integrity

As a student of the QUT academic community, you are asked to uphold the principles of academic integrity during your course of study. QUT sets expectations and responsibilities of students specifically stating that students "adopt an ethical approach to academic work and assessment in accordance with this policy and the Student Code of Conduct (E/2.1)". Students need to be aware that academic integrity refers to text and non-text sources, i.e. "copying or adapting non-text-based material created by others, such as diagrams, designs, musical score, audio-visual materials, art work, plans, code or photographs without appropriate acknowledgement" (MOPP C/5.3.6 Academic Integrity). It also includes self-plagiarism, this "involves the re-use by a student of their own work without appropriate acknowledgement of the source. Students should seek express consent from the unit coordinator prior to re-using their own work in an assessment submission" (MOPP C/5.3.6 Academic Integrity).

Students are expected to demonstrate their own understanding and thinking using ideas provided by 'others' to support and inform their work, always acknowledging the source. While we encourage peer learning, it is not appropriate to share assignments with other students unless your assessment piece has been stated as being a group assignment. If you do share your assignment with another student, and they copy all or part of your assignment for their submission, this is considered collusion and you may be reported for academic misconduct. If you are unsure and need more information

http://www.mopp.qut.edu.au/C/C_05_03.jsp#C_05_03.03.mdoc.