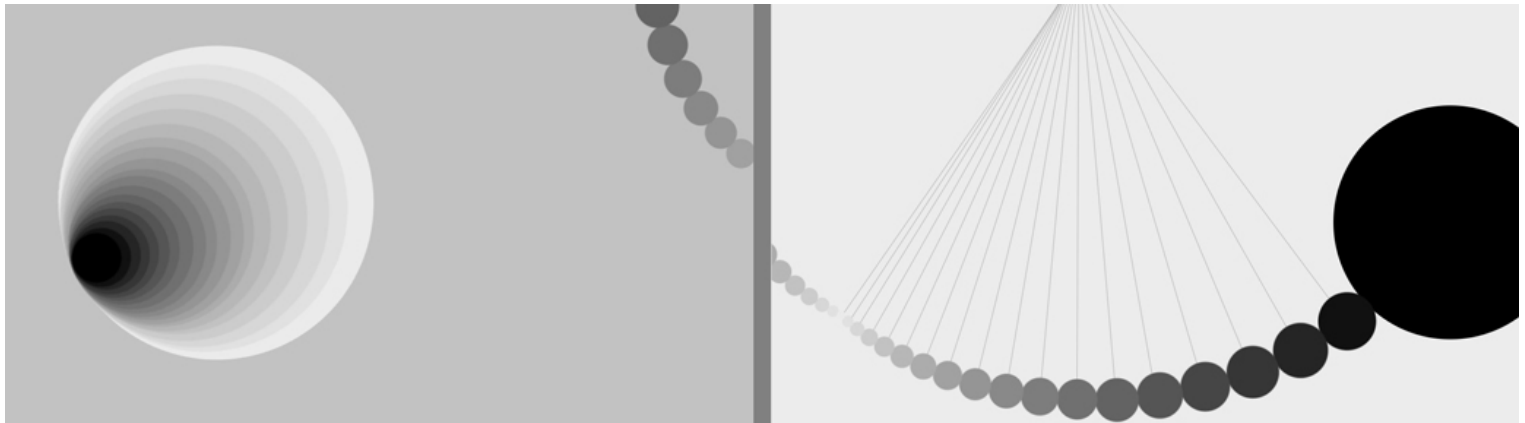




**UNSW**  
SYDNEY

**School of the Arts and Media**

**Faculty of Arts and Social Sciences**



**ARTS3091**

**Advanced Media Issues**

**Session 1, 2017**

# Course Outline

## Staff Contact Details

### Conveners

Name	Email	Availability	Location	Phone
Andrew Murphie	a.murphie@unsw.edu.au	contact via email	Robert Webster 311H	+61293855548

## School Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

Email: [sam@unsw.edu.au](mailto:sam@unsw.edu.au)

Website: <https://sam.arts.unsw.edu.au>

## Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request 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 or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

## Essential Information

All SAM students must make a valid attempt at all assessments in order to pass the course.

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

### Summary of the Course

Subject Area: Media, Culture and Technology  
New media technologies challenge many of the givens of cultural and social practices. At the same time, new cultural and social uses of media challenge much traditional thinking about media. You will explore the nature of increasingly dynamic media technologies, and the new cultural and social practices alongside which media technologies evolve. You will consider key contemporary ideas about media, cultural and social change. Students will undertake guided and self-directed research. Topics examined could include: digital and networked media of all kinds; immersive, interactive or augmented media "realities"; data sharing; the impact of media technology take up in key cultural and social practices, for example health, education, art and design, government, new forms of community, or sciences such as climatology, neuroscience or genetics.

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

1. think clearly about the role of media technologies in cultural and social change
2. think clearly about the impact of cultural practices and social needs upon ongoing media invention and evolution
3. give clear expression to your own critical engagement with these changes.
4. have further developed the skills from previous courses in scholarly inquiry, specifically: critical thinking, analytical reading and writing, independent learning and intellectual autonomy.
5. undertake independent learning and self-directed research activity and reporting.
6. have developed your ability to follow your own interests through in a rigorous manner, to choose case studies and examples for yourself that are relevant to the context of your own learning, everyday and working life
7. have developed your abilities to engage in collaborative research and discussion to a higher level.

## Teaching Strategies

### Rationale for the inclusion of content and teaching approach

Media change has always had a very close - and complex - relationship with cultural and social change, although some would argue never as much as now. In addition, media change is currently altering the educational environment (the way we learn). Through practical exercises, a use of contemporary media technologies in learning, and engagement with key thinking in the area, students will explore the expanded terrain of contemporary contemporary media. This course is designed to allow student to build on their foundational concepts in gateway courses and on their previous development of skills in collaboration and research at level 2. Students will develop both their collaborative and their self-directed and independent learning to higher levels, along with a theoretical and practical understanding of media, cultural and social change.

### Teaching strategies

At the beginning of the course, students will, with guidance, induct themselves into a number of tools

(e.g. blogs, social media sites, bookmarking tools, concept and mind mapping software), techniques and formations that will enable both individual research and collaborative work. These will include the critical use of online research and filtering tools, such as semantic tags and rss feeds, group work and collaborative research techniques, and the contemporary basics of research concerning published sources, academic and non-academic. Much of this guidance is found in this course outline! Some will be provided in lectures and tutorials, but you will have had to engage with the course outline first. The large group teaching, and reading materials, will support seminars for student exploration, collaboration and the development of focussed research projects centred on student interests in the ambit of the course.

There will be lecture material, in the form of both live lectures and an engagement with various learning objects, such as short video lectures, interviews, examples, and organised materials for student investigations week by week. Contemporary examples of media/social change will be examined - as discussed above.

Students will engage in week by week activities, both giving and getting a lot of feedback, formal but mostly informal. The emphasis will be on in-course feedback, from tutors and fellow students in class, and from tutors on the mid-course assessment of the reflective journal. Please note that the final assignment, the Essay giving an Account of your Research Explorations students receive a numerical grade but individual feedback is not provided.

## Assessment

Please see the course Moodle site for more details.

### Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Final Essay giving an Account of your Research Explorations	50%	2,500-2,800 words	June 9, 2017, 5pm	null
Research Proposal	25%	800-900 words	April 13, 2017, 5pm	null
Personal Course Archive and Reflections	25%	null	null	null

### Assessment Details

#### Assessment 1: Final Essay giving an Account of your Research Explorations

**Details:** 2,500-2,800 words. This is the final assessment task. Students receive a numerical grade but individual feedback is not provided on the final assessment.

#### Additional details:

Please see the Course Moodle Site for more details

**Turnitin setting:** This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

#### Learning outcomes:

- have developed your abilities to engage in collaborative research and discussion to a higher level.
- think clearly about the role of media technologies in cultural and social change
- think clearly about the impact of cultural practices and social needs upon ongoing media invention and evolution
- give clear expression to your own critical engagement with these changes.
- have further developed the skills from previous courses in scholarly inquiry, specifically: critical thinking, analytical reading and writing, independent learning and intellectual autonomy.
- undertake independent learning and self-directed research activity and reporting.
- have developed your ability to follow your own interests through in a rigorous manner, to choose case studies and examples for yourself that are relevant to the context of your own learning, everyday and working life

#### Assessment 2: Research Proposal

**Details:** 800-900 word brief proposal outlining your proposed research project for final essay. A marking

sheet with written comments will be provided.

**Additional details:**

Please see the course Moodle site for more details.

**Turnitin setting:** This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

**Learning outcomes:**

- think clearly about the role of media technologies in cultural and social change
- think clearly about the impact of cultural practices and social needs upon ongoing media invention and evolution
- give clear expression to your own critical engagement with these changes.
- have further developed the skills from previous courses in scholarly inquiry, specifically: critical thinking, analytical reading and writing, independent learning and intellectual autonomy.
- undertake independent learning and self-directed research activity and reporting.
- have developed your ability to follow your own interests through in a rigorous manner, to choose case studies and examples for yourself that are relevant to the context of your own learning, everyday and working life

**Assessment 3: Personal Course Archive and Reflections**

**Details:** Personal Course Blog/Vlog/Log. Three posts must be completed by the beginning of your tutorial in week 5. You must complete eight posts overall by the beginning of your tutorial in Week 13. A marking sheet with written comments and a mark that is “indicative only” will be provided after the first deadline in week five. This should help you develop your work. Your work will then be assessed again in week after the deadline in week thirteen. There will be no feedback at this point as you will have already received formative feedback individually, and informally, in class.

**Additional details:**

You will need to use the blogging platform provided on the course Moodle site. Please see the course Moodle site for more details.

**Turnitin setting:** This is not a Turnitin assignment

**Learning outcomes:**

- think clearly about the role of media technologies in cultural and social change
- think clearly about the impact of cultural practices and social needs upon ongoing media invention and evolution
- give clear expression to your own critical engagement with these changes.
- have further developed the skills from previous courses in scholarly inquiry, specifically: critical thinking, analytical reading and writing, independent learning and intellectual autonomy.
- have developed your abilities to engage in collaborative research and discussion to a higher level.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,



\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including 'When to Apply', 'How to Apply' and 'Supporting Documentation' please refer to the Special Consideration website:  
<https://student.unsw.edu.au/special-consideration>

## 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.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** 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.

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.

# Course Schedule

## Timetable

Date	Type	Content
Week 1: 27 February - 5 March	Lecture	<p><b>Week One—Introduction—Media, Social and Cultural Change</b></p> <p>There first lecture will be in the lecture theatre. There will also be a recording version online, with a pdf of the powerpoint. <i>From week 2, there will be no lectures in the lecture theatre.</i></p> <p>From weeks 2-13 lectures will be recordings and other materials online, in "flipped classroom" mode. You are required to engage with all of the lecture material online before the relevant tutorials that engage with the lecture topics.</p> <p><b><i>It is essential that you go to the course Moodle site for more details for each week. Do not rely on this version Course Outline.</i></b> It is just a bare outline. You can use this outline when it comes to School/Faculties policies, for example on lateness or extensions regarding assignments.</p>
	Tutorial	No tutorials this week. Tutorials begin in Week Two.
Week 2: 6 - 12 March	Lecture	<p><b>Week Two—Media, Social and Cultural Change—The Third Media Revolution—Thinking with It, Working with It</b></p> <p>See course Moodle site for more details and for links and recordings of the lectures.</p>
	Tutorial	Tutorials begin this week. See course Moodle site for more details, including readings, links and activities.
Week 3: 13 - 19 March	Lecture	<b>Week Three—The Creation of</b>

Date	Type	Content
		<b>Worlds—Fields, Worlds and Media and Communications</b>  See course Moodle site for details, recordings and links.
	Tutorial	See course Moodle site for readings, links and activities.
Week 4: 20 - 26 March	Lecture	<b>Week Four—Media, Communications and Flows</b>  See course Moodle site for details, recordings and links.
	Tutorial	See course Moodle site for readings, links and activities.
Week 5: 27 March - 2 April	Lecture	<b>Week Five—Media, Minds and Bodies</b>  See course Moodle site for details, recordings and links.
	Tutorial	See course Moodle site for readings, links and activities.
Week 6: 3 - 9 April	Lecture	<b>Week Six—The World as Medium for the Vector Transmission of Feeling</b>  See course Moodle site for details, recordings and links.
	Tutorial	See course Moodle site for readings, links and activities.
Week 7: 10 - 16 April	Lecture	<b>Week Seven—Third Media Revolution in Action 1: Programmability/Gaming: “program or be programmed”? Or both?</b>  See course Moodle site for details, recordings and links.
	Tutorial	See course Moodle site for readings, links and activities.
Week 8: 24 - 30 April	Lecture	<b>Week Eight—Affect and Media: What and Who’s Affecting What and Whom (and How) through Media and Communication? Where does Emotion Fit In?</b>

Date	Type	Content
		See course Moodle site for details, recordings and links.
	Tutorial	See course Moodle site for readings, links and activities. Please note that April 25 is a public holiday. There will be no classes on that day.
Week 9: 1 - 7 May	Lecture	<p><b>Week Nine—Third Media Revolution in Action 2: New Interfaces and Changing Forms of Interaction: Virtual Reality, Augmented Reality, Mixed Reality, Interaction Design (and the Zero UI), Robotics, Artificial Intelligence ...</b></p> <p>See course Moodle site for details, recordings and links.</p>
	Tutorial	See course Moodle site for readings, links and activities. Please note that April 25 is a public holiday. There will be no classes on that day.
Week 10: 8 - 14 May	Lecture	<p><b>Week Ten—Third Media Revolution in Action 3: Algorithms, Data and Networks</b></p> <p>See course Moodle site for details, recordings and links.</p>
	Tutorial	See course Moodle site for readings, links and activities.
Week 11: 15 - 21 May	Lecture	<p><b>Week Eleven—Third Media Revolution in Action 4: Networks, Changing Communities and Economies</b></p> <p>See course Moodle site for details, recordings and links.</p>
	Tutorial	See course Moodle site for readings, links and activities.
Week 12: 22 - 28 May	Lecture	<p><b>Week Twelve—Third Media Revolution in Action 5: Data as the Potential for Feeling: Real Events, Material Worlds and Communication: Ecoaesthetics</b></p>

Date	Type	Content
		<b>and the Digital Documentary</b> See course Moodle site for details, recordings and links.
	Tutorial	See course Moodle site for readings, links and activities.
Week 13: 29 May - 4 June	Lecture	<b>Week Thirteen—Media, Communications and the Future: Post-Media? Post-Digital?</b> See course Moodle site for details, recordings and links.
	Tutorial	See course Moodle site for readings, links and activities.

## Resources

### Prescribed Resources

See course Moodle site for resources.

### Recommended Resources

See course Moodle site for resources.

## Course Evaluation and Development

We respond to feedback via CATEI and are always interested in increasing the opportunities for individuals to develop their own skills and interests. We responded to CATEI feedback from 2011 by changing the duration of lectures and tutorials, and clarifying the development potential of both sustained topic research and individual writing projects. Some students wanted a participation mark, which I think is a good idea. However, this is no longer allowed unless there is extra work attached, submitted and assessed, which would only add unnecessarily to the work for the course. The entire course is in constant development. We value any further feedback during the course. Last year I have responded to feedback by more closely aligning lectures, tutorials and readings, although as an exploratory course it is not always possible to align these exactly at all times. I have also responded to feedback requesting a higher level of materials by providing this alongside more accessible readings. For 2017, I have responded to feedback and experience during the course by having the lecture and tutorials cover the same topic each week. I have also redesigned the layout on Moodle so it's simpler and clearer, changed some of the readings and other materials in response to feedback, and continued to develop the flipped classroom aspect of the course. As this course is dealing with cutting edge issues, I also review the materials and topics each year to keep them up to date. For example, there have been significant developments in Virtual and Augmented Reality this past year. This is reflected in the material.

## Image Credit

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