



**UNSW** | Arts and  
AUSTRALIA | Social Sciences

SCHOOL OF THE ARTS AND MEDIA

MDIA1000

# Working with Time, Space and Experience

Session 1, 2014

<http://moodle.telt.unsw.edu.au/>

CRICOS Provider Code: 00098G



*\*Graphic Design by 2013 student Praewpailin Eiamtharachai*

1. Location			
<b>FACULTY</b>	Arts and Social Sciences		
<b>SCHOOL or DEPARTMENT</b>	School of the Arts and Media		
<b>COURSE CODE</b>	MDIA1000		
<b>COURSE NAME</b>	Working with Time, Space and Experience		
<b>SESSION</b>	1	<b>YEAR</b>	2014
<b>LECTURE</b>	Chemical Sc M18 Mondays 11am -12noon		
<b>TUTE-LAB AND STUDIO</b>	Robert Webster 136, 137, 138 or 307 (for specific rooms see your timetable)		
<b>WEBSITE</b>	<a href="http://moodle.telt.unsw.edu.au/">http://moodle.telt.unsw.edu.au/</a>		

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3. Staff contact details	
<b>1. Course Convener</b>	
Name	Dr. Brigid Costello
Phone	9385 6805
Office	Robert Webster room 311P
Email address	<a href="mailto:bm.costello@unsw.edu.au">bm.costello@unsw.edu.au</a> (please read email policy on page 10)
Contact time and availability	Mondays 2.00pm-3pm or by appointment
<b>2. Tutor</b>	
Name	Dr. Andrew Burrell
Phone	9385 4856
Office	Robert Webster room 231P
Email address	<a href="mailto:andrew.burrell@unsw.edu.au">andrew.burrell@unsw.edu.au</a> (please read email policy on page 10)
Contact time and availability	By appointment Fridays

4. School of the Arts and Media contact details
Room 312, level 3 Robert Webster Building Phone: 9385 4856 Email: <a href="mailto:sam@unsw.edu.au">sam@unsw.edu.au</a>

5. Attendance Requirements
<ul style="list-style-type: none"> <li>You are expected to attend all class contact hours.</li> <li>If you attend less than 80% of class contact hours without justification you may be awarded a final grade of UF (Unsatisfactory Fail).</li> <li>Attendance will be taken at all Tute-labs and Studios. If you arrive more than 15 minutes late you</li> </ul>

<p>may be penalised for non-attendance. It is your responsibility to ensure that your name has been marked off at each class.</p> <ul style="list-style-type: none"> <li>• If you experience illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, you should seek permission from the Course Authority. The application should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.</li> <li>• A Course Authority may excuse you from classes for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.</li> <li>• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure.</li> <li>• For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage: <a href="https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/">https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/</a></li> </ul>
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## 6. Essential Information for SAM students

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/>

## 7. Course details

<b>Credit Points</b>	6uoc
<b>Summary of the Course</b>	Introduces students to foundational principles of contemporary media production. Focuses on three areas of media production; graphic design, animation and interaction design. Through a series of practical exercises and projects this course focuses on the applied theories and techniques involved in creating contemporary media productions. The course will introduce students to current tools and strategies for a range of media contexts.
<b>Aims of the Course</b>	<ol style="list-style-type: none"> <li>1. Introduce students to foundational principles of graphic design, animation and interaction design.</li> <li>2. Develop students' skills in conceptualising, creating and evaluating media productions.</li> <li>3. Encourage students to reflect on and experiment creatively with their developing media production style.</li> <li>4. Encourage students to make connections between media production theory and practice.</li> <li>5. Introduce students to a self-directed approach to learning new media production skills.</li> </ol>
<b>Student Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Gain knowledge of foundational principles in graphic design, animation and interaction design.</li> <li>2. Develop the ability to apply these principles within a creative media production project.</li> <li>3. Have an increased ability to creatively problem solve when developing media productions.</li> <li>4. Develop an increased ability to engage in independent and reflective learning and to communicate ideas through media production.</li> </ol>

<b>Graduate Attributes</b>	1.	The capacity for analytical and critical thinking and for creative problem solving within a media production context.
	2.	The ability to independently learn media production skills and to critically reflect on their value and purpose as tools of practice.
	3.	The capacity for enterprise, initiative and creativity.
	4.	The skills of communicating effectively through media production and the ability to tailor this communication to suit different audiences and delivery platforms.

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

The knowledge and skills that you will gain from this course will emerge primarily from the practical creation of media productions. This hands-on, practice-based knowledge will be augmented by the principles and theories that you will encounter during the course lectures. The length of time that the course is devoting to the theoretical and creative contexts of media production reflects our belief that a thorough grounding in these contexts is paramount to your development as an exciting and innovative media producer. We believe that it is your critical and creative approach to media production that will give you the edge in the workplace and not your knowledge of a certain piece of software. Specific technical skills have their value. However, in an ever-changing digital media-scape the techniques that you learn in this course are more valuable because of what they can teach you about *learning* new skills. Developing a self-directed approach to this learning process is essential for any media producer working in an industry where the tools and techniques change with each year and with each project.

## 9. Teaching strategies

The tutorials in this course are divided into two types. The first is an hour-long tutorial laboratory focusing on the techniques involved in using the course software. The second is an hour and half long studio that will focus on the creative and critical application of the theories covered in the lecture and the skills covered in the tutorial laboratories. This separation between technical tutorial lab and creative studio is designed to give you time to assimilate and reflect on these technical skills before being asked to apply them within the more theoretical and creative context of the studio class. Studio classes will also provide opportunities for you to practice communicating your ideas to others and you will be encouraged to reflect on strategies for improving the effectiveness of your communication both during class and on the course website.

## 10. Assessment Summary

Assessment task	Length	Weight	Time on Task	Learning outcomes assessed	Grad attributes assessed	Due date
Graphic Design	2 Images	30%	24hrs	1-4	1-4	1 <sup>st</sup> April (wk5)
Animation	7-10 seconds	35%	30hrs	1-4	1-4	6 <sup>th</sup> May (wk9)
Interaction Design	At least 3 interactive elements	35%	30hrs	1-4	1-4	6 <sup>th</sup> June (wk13)

### Feedback

You will receive written feedback from your studio tutor for each task. This feedback will address the task criteria listed below.

### Task 1: Graphic Design

*Task Summary (full brief on course website):*

Using Adobe Photoshop and focusing on line and shape create two static abstract images visually communicating the meaning of a word pair from a design directions list (available on course website).

In your design concentrate on exploring one of the design principles covered in week two (i.e. balance, rhythm, proportion, dominance and unity).

Use-by-date 1<sup>st</sup> March 2014.

During session consult the course website for the most current course information: <http://moodle.telt.unsw.edu.au/>

*Task Objectives:*

This task is designed to get you to apply and experiment with many of the graphic design principles and elements that we have covered in the first four weeks of this course. The strict parameters of the brief are designed to give you the space to focus on the graphic elements of line and shape and on the principles of balance, rhythm, proportion, dominance and unity.

*Task Criteria:*

- Evidence of creativity in exploring your chosen design principle.
- Evidence of creativity in communicating your chosen word pair.
- Meeting the technical requirements of both the brief and the handing in instructions.

**Task 2: Animation**

*Task Summary (full brief on course website):*

Using the vector drawing tools in Adobe Flash create a short (7-10 second) typographic animation. Other requirements will be listed on the course website.

*Task Objectives:*

This task is designed to get you to explore the communicative potential of animation and experiment with the principles of animation.

*Task Criteria:*

- Overall creativity of response to the design problem.
- How well the project uses animation to communicate its intended message.
- Meeting the technical requirements of both the brief and the handing in instructions.

**Task 3: Interaction Design**

*Task Summary (full brief on course website):*

Using Adobe Flash create an interactive postcard. Your postcard should contain at least 3 interactive elements and include text, graphics, animation and sound. Other requirements will be listed on the course website.

*Task Objectives:*

This assessment task is designed to give you experience at designing a simple interactive work for a specific audience. In completing this task you will extend your graphic design and animation skills and also familiarize yourself with the process of using sound and scripting interactions.

*Task Criteria:*

- How well the project communicates its intended message.
- Usability of project (taking into consideration intended audience).
- Evidence of creativity in design of the interactive elements and in approach to sound, animation and graphic design.
- Overall creativity of response to the design problem.
- Meeting the technical requirements of both the brief and the handing in instructions.

**Submission of Assessment Tasks**

All assessment tasks will be submitted online via the course website on the date specified before 21:55pm. The date-stamp on the online submission will be used to calculate any late penalties. You will be given a tutorial and help in class to ensure that you understand how to submit tasks properly.

Note: You are not required to hand in a physical "hard" copy but you **must** ensure that you keep a back-up copy yourself.

**11. Assessment Policies**

**Assessment Submission**

In order to pass this course you must make a serious attempt at ALL **three** assessment tasks. This means that you will fail if you do not hand in one task even if you have a total grade of over 50 from the other two assignments.

Use-by-date 1<sup>st</sup> March 2014.

During session consult the course website for the most current course information: <http://moodle.telt.unsw.edu.au/>

### **Late Work**

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the FASS assessment protocols at <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>.

### **Extension Procedure**

- A student seeking an extension should submit a SAM extension application form to the Course Authority before the due date.
- The Course Authority should respond to the request within two working days.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- The Course Authority advises their decision via email.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

### **Special Consideration**

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

### **Keeping Assignments**

It is extremely important that you keep a **copy** of ALL assignments. Assignments do sometimes go missing and when this occurs the onus is on the student to prove that they have completed the assignment and to provide another copy for marking.

### **Backing-up Work**

It is your responsibility to back your work up regularly. Losing all of your files and being required to start your project from scratch is regarded as evidence of unsatisfactory file management skills and is not grounds for any special consideration when projects are being assessed. If you are the kind of person who thinks this won't happen to you, then you are a prime candidate for it happening (there are at least two cases every year). So spend some time in the first weeks of session developing a personal back-up regime and stick to it. Be particularly vigilant when assessment deadlines are looming. Tired and stressed students are quite capable of deleting their own or others work by mistake.

In computer terms, data does not exist unless it is in two places. By two places we mean two different disk media e.g. a hard drive and a USB memory stick or the hard drive of your home computer and your space on the student server.

Having two copies of your file on a USB memory stick does not count as two places. If your USB memory stick becomes corrupted you will lose both files.

You should not just be concerned about protecting your files from technical problems; your laptop could be stolen, your house could flood, you could spill your coffee over your USB memory stick. If your USB memory

stick is in the same bag as your laptop then someone would be able to steal both copies of your data. So two places also refers to two places that are physically separate.

Of course, keeping copies of your files in three places is even safer :-)

You should save a new version whenever you have finished making any significant change to your project. If your file is corrupted by a software crash you can then go back to the next most recent version rather than having to start the project again from scratch. When naming multiple versions use a numbering system where your first version is called, for example, myfile-v1 and your second version myfile-v2 etc.

### **Copyright**

The works that you are creating for this course are being made for public broadcast either via the web or via public exhibition. This means that you must hold copyright over every element of the media productions that you create for this course. If you wish to use the work of another within your assignment then you must get the copyright holder's permission to do so. The copyright holder could sue you if you fail to get their permission. There are two forms for doing this;

*1. Student project performance (Shooting permissions):* During production work you may have to record, interview or photograph someone, if so you need to get them to sign a release form to give you permission to use this material in your project and to publicly broadcast the recording. This includes any actors, models, musicians or other 'talent' that might be involved in your production.

*2. Student project included work (Copyright clearance):* Occasionally you may want to use work created by other people who own the copyright to their work, if so you will need to get them to sign a copyright release form. This form will give you permission to use their work in your media production and to publicly broadcast it. You might, for example, wish to use a song that has been composed and performed by your cousin's band. This form would need to be signed by whoever wrote the song (the copyright holder of the composition) and all of the members of the band (the copyright holders of the performance). For commercial music the copyright for the composition and the performance have both usually been signed over to the record company.

These forms can be downloaded from the current student resources section of the school website:

<https://sam.arts.unsw.edu.au/students/resources/media-film-students/production/>

You can find out more about copyright at the Australian Copyright Council website

<http://www.copyright.org.au/>.

Please take care with material (e.g. sound effects) that you are sourcing from websites that claim to be copyright-free. Not all such sites are truthful about their content and you could get into trouble if you do use something that later turns out to be owned by another. It is wise to always print the website's copyright information page and keep a copy for your records.

If you are at all unsure about any issue to do with copyright please speak to the Course Convener.

## **12. Academic honesty and plagiarism**

All assessment tasks in this course must be either created completely by you OR if they include material created by others such as words, music, sounds, videos or images, they must be scrupulously referenced.

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.
- **Duplication:** 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.

Details of what plagiarism is can be found on the Learning Centre's Website [Plagiarism & Academic Integrity website \(http://www.lc.unsw.edu.au/plagiarism\)](http://www.lc.unsw.edu.au/plagiarism), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the [Student Misconduct Procedure \(pdf- https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf\)](https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

- 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.

### 13. Course schedule

All course readings are online. Access them through the course website: [moodle.telt.unsw.edu.au](http://moodle.telt.unsw.edu.au) . Please read the readings before each studio class.

Week	Lecture
1 3 March	<b>Time - Space - Experience</b> Introduces the framing concepts behind the whole course. Studios and Tutorial Laboratories begin next week in week 2.
2 10 March	<b>Design Principles</b> Discusses the principles of design and introduces the brief for the first assessment task.
3 17 March	<b>Line, Shape and Space</b> A look at the influence of line, shape and space on the composition of a graphic design and more detailed look at the brief for your first assignment.
4 24 March	<b>Rhythm, Pattern, Colour</b> This week's lecture looks at the ways that graphic artists employ the design elements of rhythm, pattern and colour.
5	<b>Task 1: Graphic Design Due Tuesday 1<sup>st</sup> April before 21:55pm</b>

Use-by-date 1<sup>st</sup> March 2014.

During session consult the course website for the most current course information: <http://moodle.telt.unsw.edu.au/>



31 March	No Lecture this week. Instead, Brigid will be available during your tute-lab to help you with any last minute issues with handing in your Graphic Design Task.
6 7 April	<b>Typography</b> This week's lecture will give you tips on choosing fonts and on methods for structuring text. It will also inspire you to think creatively about typography both static and moving.
7 14 April	<b>Making Things Move</b> This week's lecture will look at the twelve principles of animation and discuss the details of the brief for your animation assignment.
	Break 18 <sup>th</sup> -27 <sup>th</sup> April
8 28 April	<b>Framing and Story-Telling</b> This week's lecture will look at common types of framing and focus on ways that you can combine these frames in order to tell a story.
9 5 May	<b>Task 2: Animation Due Tues 6<sup>th</sup> May before 21:55pm</b> No Lecture this week. Instead, Brigid will be available during your tute-lab to help you with any last minute issues with handing in your Animation Design Task.
10 12 May	<b>Interacting: Design principles</b> This lecture will discuss the principles of 'usable' interaction design. It will also introduce the brief for your final assessment task.
11 19 May	<b>Engaging the user</b> What techniques do interaction designers use to engage people with their designs? What can you do to ensure that your designs encourage play and exploration?
12 26 May	<b>Sound Design</b> Adding sound to animation is an important tool for creating the illusion of life. In an interaction design it is also an important way to give your user feedback about their actions. This lecture will focus on the range of approaches that animators and interaction designers take to sound design. <b>Bring draft of task 3 to studio for feedback.</b>
13 2 June	No Lecture. Tute-labs and studios as usual. <b>Task 3 due: Friday 6<sup>th</sup> June before 21.55pm</b>

#### 14. Course Resources for students

**Website:** <http://moodle.telt.unsw.edu.au>

The course website will contain weekly updates on the information contained in this outline. You should make sure that you check it at least once a week. It is also a space where you can post comments and feedback about the course and where you can go to ask and find answers to your questions about the technical or creative aspects of the course.

**Lecture Readings:**

The readings for the lectures are available online and will be linked to from the course website.

### **Tutorial Laboratory Readings:**

In the tutorial laboratory this year we will be using the online resource Lynda.com. <http://www.lynda.com/> At the start of session you will each **receive an email** inviting you to sign up to Lynda.com for the duration of the course. You will be signing up as a student of "Time, Space and Experience" under the Lynda.com education discount. This resource will cost you each around \$32 US dollars (approx AU\$36) and give you access to the titles that we have selected for this course. This cost is far cheaper than purchasing similar textbooks and comparable to purchasing just one of the cheapest currently available books, so it is very good value. The Lynda.com online tutorials are all delivered via video. The videos can be viewed with subtitles and are also available as a text transcript. You will be using this resource every week in your tutorial laboratory class. If you have any trouble with your subscription to Lynda.com please see the course convenor. The course website will list alternative options for students who for various reasons may not be able to sign up for this resource. **IMPORTANT:** In order to receive the educational discount you must sign up using the link sent to you via email by Lynda.com. If you sign up directly through their website it will cost you twice as much.

### **15. Your Feedback is Important**

Periodically student evaluative feedback on the course is gathered, using among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. You will find out in the first lecture any changes that have been made based on last year's feedback.

### **16. IT Requirements**

#### *Suggested:*

Although you have 24 hour 7 day a week access to the multimedia labs in the Webster building it is advisable to also have some form of computer for use at home. This could be a desktop or a laptop. The computer labs that you will use for tutorials are all Macintosh, however, you can work at home on either a Mac or a PC. In order to work at home you might also like to either purchase an educational copy of the two types of software that we are using this session, Adobe Photoshop CC and Adobe Flash Professional CC OR you can sign up for an education subscription to Adobe Creative Cloud. The system requirements for this software can be found on the Adobe site. You should look these up before purchasing any computer for use at home <http://www.adobe.com/au/> . These system requirements will be higher than the minimum IT requirements for UNSW students <https://www.it.unsw.edu.au/students/policies/index.html> . As a tertiary student you can often purchase software and hardware with an education discount. Adobe also has 30 day trial versions of most of its software. See the Adobe website and one of the on-campus computer stores for advice about this.

#### *Strongly Recommended:*

It is strongly recommended that all students purchase a portable external hard drive for use during their media degree. This hard drive should be as large as you can afford. The drive also needs to have a fast data transfer rate to enable you to quickly move large media files around. If you want to work with video any time during your degree then you will need to ensure that the hard-drive that you purchase is fast enough to cope with the data demands of video editing. Ask your preferred supplier for the most up-to-date advice.

### **17. Working in the Webster Multimedia Labs**

You will have 24hour seven day a week swipe-card access to the Webster Multimedia Labs. This is where your practical classes will be held and where you can complete your media production assignments. You can find up to date information about Webster lab procedures and issues on the TRC website: <https://trc.arts.unsw.edu.au/> .

You should also make sure that you familiarise yourselves with the UNSW policies on the use of university IT facilities. These policies can be found here: <https://my.unsw.edu.au/student/resources/Policies.html#InformationTechnology>

*Use-by-date 1<sup>st</sup> March 2014.*

*During session consult the course website for the most current course information: <http://moodle.telt.unsw.edu.au/>*

Please remember that these labs are working environments and not social spaces. Keep chatter to a minimum and take phone calls outside. If you are playing any media content with audio, then always use headphones. If there is a class on, then do not interrupt it. Although there might be spare computers, you are not allowed to use them while a class is on. Please check the timetables on the doors of the labs before entering. There is a small lab on the second floor (Webster 254) that is a dedicated space for students to work on assignments.

Please also be mindful of the strain that repetitive computer work can place on the health of your body. The UNSW policies on occupational health and safety issues like this can be found here

[http://www.ohs.unsw.edu.au/ohs\\_students/index.html](http://www.ohs.unsw.edu.au/ohs_students/index.html) and here  
<http://www.ohs.unsw.edu.au/officesafety/index.html> .

You might also like to look at some of the many online sites about safe computer use, for example:

[http://www.albionresearch.com/astopnow/rsi\\_prevention.php](http://www.albionresearch.com/astopnow/rsi_prevention.php)

## 18. Email Policy

If any of the course staff need to contact you they will use your student email account (the one with the format z[student number]@student.unsw.edu.au). If you do not use this account then make sure that you set it to redirect mail to the account that you do use. You can do this at

<https://www.it.unsw.edu.au/students/zmail/index.html>

All correspondence re this course should be sent with the subject line **MDIA1000** and be written in a formal professional manner with full student name and number details in the signature. Email correspondence should be used only for administrative matters and personal issues. The course website will have a discussion area for issues to do with assignments and technical problems. Any questions about such matters should be posted there. Before posting, please make sure that you look through the previous posts to see if your question has already been answered. Course staff will only answer emails between Monday to Friday and during working hours (9am-5pm).