School of the Arts and Media

MDIA3002: Multiplatform Journalism

Session 1, 2014
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1. Staff Contact Details

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Availability; times and location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Convener</td>
<td>Helen Caple</td>
<td><a href="mailto:helen.caple@unsw.edu.au">helen.caple@unsw.edu.au</a></td>
<td>Wednesdays 11:00-12:00</td>
<td>02 9385 7735</td>
</tr>
<tr>
<td>Lecturer/tutor</td>
<td>Helen Caple</td>
<td><a href="mailto:helen.caple@unsw.edu.au">helen.caple@unsw.edu.au</a></td>
<td>As above</td>
<td>02 9385 7735</td>
</tr>
<tr>
<td>Tutor</td>
<td>Kristin Moore</td>
<td><a href="mailto:Kristin@mwpics.com.au">Kristin@mwpics.com.au</a></td>
<td>Email only</td>
<td></td>
</tr>
</tbody>
</table>

2. School of the Arts and Media Contact Information
Room 312, level 3 Robert Webster Building
Phone: 9385 4856
Email: sam@unsw.edu.au

3. Attendance Requirements
- A student is expected to attend all class contact hours.
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- Attendance at tutorials will be assessed according to completion of preparation tasks.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they 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.
- A Course Authority may excuse a student 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.
- 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.
- For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

4. Essential Information For FASS/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/

5. Course details

Credit Points:
6 Units of Credit
Lecture Time and Location:

Lecture: Wednesdays 09:00 – 10.30am in Chemical Sc M18 (ex Applied Science K-F10-M18)
Tutorials: Mondays/Tuesdays in Webster Multimedia Lab 136

Summary of the Course

This course focuses on the future skills that journalism graduates need to be industry-ready. This means mastering skills in and developing a critical approach to audio, visual and verbal forms of journalistic production. By experimenting with visual and audio storytelling, the specific aim of this course is to produce material ready for online print-, radio- and television-style news items. Special attention is given to new forms and styles of journalism emerging on the internet, where audio, visual, verbal and interactive elements combine in innovative ways to tell newsworthy multi-semiotic stories. As journalist, photo/videographer, sound engineer, producer and editor, future journalists need to display greater flexibility and a degree of experimentation in their news-gathering practices. This course provides students with the opportunity to develop these skills, and to add value to the information they gather, both in terms of producing compelling stories and in experimenting with multiplatform newsgathering and dissemination practices.

Aims of the Course

Multiplatform Journalism aims to:
1. develop the students' understanding of multiplatform journalism.
2. equip students with practical skills across a range of journalistic platforms.
3. equip students with theoretical, conceptual, and analytical skills required for a sophisticated and independent analysis of multiplatform journalistic practices.
4. prepare students for upper level research and practice in this field.

Student learning outcomes

At the conclusion of this course the student will be able to:
1. investigate industry requirements for future journalism training and journalistic skills and attributes;
2. critically evaluate the roles played by written, visual and audio elements in the multiplatform storytelling process;
3. understand the strengths and weaknesses of written, visual and audio information in the storytelling process; and
4. work together in a collaborative environment to write and produce original and compelling stories that combine written, visual and audio elements to their maximum potential.

Graduate Attributes

The students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.

The Graduate Attributes developed in the course Multiplatform Journalism include:
1. The capacity for analytical and critical thinking and for creative-problem solving in the contexts of communication and journalism [#3].
2. The skills required to create, discuss and evaluate communication and journalism texts in collaboration with others [#9].
3. The capacity to keep abreast of changes in the audiences, platforms, tools and practices of communication and journalism [#10].
5. The skills of communicating effectively across a range of contexts and platforms in the journalism professions [#12].
6. Rationale for the inclusion of content and teaching approach

This course builds on the skills and knowledge you have developed in your level 1 and 2 courses in Communication & Journalism. This means we expect you to come to this course ready to undertake scholarly research into the construction of journalistic texts in which you draw on the relevant research literature to inform your analyses of published stories. We also expect you to be ready to take on the production of original journalistic stories that incorporate images and sound. This means that you should be well-versed in how to approach and interview key sources for your story and to conduct all interviews in a professional and ethical manner. You should also already be familiar with the structure and elements of a feature story and you should also have a well-developed sense of what make for a compelling news story.

7. Teaching strategies

Lectures:
The lecture time will serve to expand your understanding of current multi-mediated industry contexts and the requirements for journalists to be skilled in several areas of multiplatform journalism. Skills that have already been taught in 100- and 200-level Communication and Journalism courses will be reviewed with respect to the multiplication of meaning that occurs when the different elements (words, sounds, images) are combined in the semiotic environment. Although the theatre and class size are large, we still seek to make the lectures as interactive and engaging as possible. At times, you'll be encouraged to speak and ask questions, have your say, to offer ideas and participate in debates. We want you to see the lecture as a chance to think together not merely consume pre-packaged knowledge. So listen, reflect and get involved. The lecture slides will be available on the course Moodle website after the lecture. However, due to copyright requirements a lot of the visual materials and examples that will be used in the lectures will NOT be available in the lecture notes provided for this course.

Please remember that lectures count towards your 80% attendance requirement.

Tutorials:
We see tutorials as a place to engage more deeply with key concepts that are introduced in the lectures and the required readings for this course. This means that we expect students to not only attend tutorials but also to be mindful, active and prepared for tutorials. After each lecture there will be a short preparation task for the following tutorial. You are expected to have completed this preparation task BEFORE you attend the tutorial. Tutorials are also a great place to discuss and share your ideas on your assessment tasks, so do bring your workings on your assignments to the tutorials. There will opportunities in later tutorials to pitch your story ideas for the major assignment, to work collaboratively with your peers and to get assistance from your tutors. Assessment of technical training needs in the use of sound and vision recording equipment will take place in the first tutorial. Tutorials will commence in Week TWO.

**Tutorial Attendance and Preparation:** Attendance alone is not sufficient. You should come to tutorials prepared to engage with each other and your tutor, working through key issues that you would like to take up and discuss in detail. For this reason you will be marked present at tutorials only if you also provide evidence of having completed the tutorial preparation tasks. This can be in written printed or electronic form. It would be good practice to keep your tutorial preparation tasks in your personal page in the course wiki at Moodle.
Course Website and Online Learning

The course will be using the UNSW Moodle e-learning environment for all official documentation and communication of course announcements, which is available by following the Moodle link at the TELT Gateway: http://telt.unsw.edu.au/. The course outline, lecture slides, tutorial activities and assessment tasks can all be viewed at this site. Announcements (which may include vital information such as changes in assessment deadlines) will be posted on the Moodle website and automatically sent to your UNSW email. You must ensure that this email address is regularly accessed or forwarded to another email account that you do access.

We will also be using the Moodle Wiki as a space for you to collect your work, e.g. tutorial preparation, reading journals, assessments in one online space during the semester. This wiki is private and only accessible to students enrolled in this course. The various online participation tasks will be collected on and assessed through the wiki, so you will be expected to be up to speed with using the wiki from the start of the course. We will devote some of the FIRST tutorial only to navigating Moodle.

8. Assessment

There will be THREE pieces of assessment in this course, each focusing on developing different skills. Scholarly inquiry involves skills in reading, researching and writing. While all of you already have these skills, in this course we aim to develop them in relation to the specific demands and expectations of advanced intellectual analysis and professional practice.

FULL instructions on how to complete and structure each of the assessment tasks are posted on Moodle in the Learning Activities section. Students must download their own copy of the instructions. The relevant readings for the assessment tasks are mostly taken from News Discourse – the prescribed text for this course. Please make sure you READ the assessment instructions in full.

In order to pass this course, you must make a serious attempt at ALL assessment tasks.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning outcomes assessed</th>
<th>Graduate attributes assessed</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Assignment: Critical Reflection</td>
<td>2000 words</td>
<td>35%</td>
<td>3, 4, 5</td>
<td>1, 4, 5</td>
<td>Week 5 Friday 4 April 4pm</td>
</tr>
<tr>
<td>Major Assignment: Original Production</td>
<td>Equiv. 3000 words</td>
<td>45%</td>
<td>1, 2, 4</td>
<td>1, 2, 3</td>
<td>Week 12 Friday 30 May 12pm</td>
</tr>
<tr>
<td>Online Participation: Various activities</td>
<td>Equiv. 1500 words</td>
<td>20%</td>
<td>1, 4</td>
<td>1, 3</td>
<td>Ongoing – Weeks 2-12</td>
</tr>
</tbody>
</table>
## Submission of Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Hard Copy:</th>
<th>Electronic Copy:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment ONE:</strong> Critical Reflection</td>
<td>YES SAM assessment boxes Webster Level 3</td>
<td>YES Turnitin Compliance: Course Moodle site</td>
</tr>
<tr>
<td><strong>Assessment TWO:</strong> Original Production</td>
<td>YES SAM assessment boxes Webster Level 3 On CD/DVD</td>
<td>YES Posted to the Moodle WIKI On your own page</td>
</tr>
<tr>
<td><strong>Assessment THREE:</strong> Online Participation</td>
<td>NO</td>
<td>YES Posted to the Moodle WIKI On your own page</td>
</tr>
</tbody>
</table>

## Late Submission

**PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.**

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/](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 through the online extension tool.
- 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/](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](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.
9. 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.

- **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.


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.

It is also recommended that you include a statement about Turnitin. Eg UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.
## 10. Course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Tutorial:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 MARCH</td>
<td>Introduction: Principles of Convergent Journalism</td>
<td>Students to be enrolled in course WIKI</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10 MARCH</td>
<td>Images in the news - News Values</td>
<td>Intro/wiki details</td>
<td>Begin Assignment 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Equipment Check</td>
<td>Reading Journal 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Online Task 1: Profile</td>
</tr>
<tr>
<td>3</td>
<td>17 MARCH</td>
<td>Images in the news - Composition</td>
<td>Adding Value – Assignment 1</td>
<td>Wiki Profile DUE</td>
</tr>
<tr>
<td>4</td>
<td>24 MARCH</td>
<td>Intersemiosis – How words, pictures and sound work together in the news</td>
<td>Aesthetics – Assignment 1</td>
<td>Reading Journal 3</td>
</tr>
<tr>
<td>5</td>
<td>31 MARCH</td>
<td>Analysing words and images – why it matters</td>
<td>Words and Images – Assignment 1</td>
<td>Reading Journal 4</td>
</tr>
<tr>
<td>6</td>
<td>7 APRIL</td>
<td>Feature writing in a multisemiotic environment</td>
<td>Assignment 2 intro: Making contact with talent</td>
<td>ASSIGNMENT 1 DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Equipment Check/Proficiency tests</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>14 APRIL</td>
<td>The Basics of Broadcasting</td>
<td>Research Topic &amp; Feature writing</td>
<td>Begin Assignment 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment 2 ground work</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>28 APRIL</td>
<td>Ethics in the convergent newsroom</td>
<td>Broadcasting: Pictures, Words, Sounds Assignment 2 ground work</td>
<td>Reading Journal 6</td>
</tr>
<tr>
<td>9</td>
<td>5 MAY</td>
<td>Design principles on the page</td>
<td>An ethical practice</td>
<td>Assignment 2: Data collection DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sharing Assignment 2 Research data</td>
<td>Reading Journal 7</td>
</tr>
<tr>
<td>10</td>
<td>12 MAY</td>
<td>Design principles on the screen</td>
<td>Print/online design</td>
<td>Reading Journal 8</td>
</tr>
<tr>
<td>11</td>
<td>19 MAY</td>
<td>Convergent journalism futures</td>
<td>Broadcast/Online design</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Reading Journals: BEST FOUR selected for assessment</td>
</tr>
<tr>
<td>12</td>
<td>26 MAY</td>
<td>Course Wrap-up</td>
<td>Assignment 2 editing</td>
<td>ASSIGNMENT 2 DUE</td>
</tr>
<tr>
<td>13</td>
<td>2 JUNE</td>
<td>Course evaluation and presentation of research findings</td>
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</tr>
</tbody>
</table>

**Please remember that Tutorials commence in Week 2 and relate to the previous week’s topic.**
## COURSE SCHEDULE WITH WEEKLY READINGS

Please ensure that weekly readings are completed BEFORE you attend the lecture. In addition to the main text, *News Discourse*, most readings should be available through the [library catalogue](#), or are online at our Moodle site.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Beginning: 3 MARCH</th>
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<tbody>
<tr>
<td><strong>Introduction – Principles of Convergent Journalism</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Beginning: 10 MARCH</th>
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<tbody>
<tr>
<td><strong>Images in the News – News Values</strong></td>
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<table>
<thead>
<tr>
<th>Week 3</th>
<th>Beginning: 17 MARCH</th>
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<tbody>
<tr>
<td><strong>Images in the News - Composition</strong></td>
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>Beginning: 24 MARCH</th>
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<tbody>
<tr>
<td><strong>Intersemiosis – Editing words, pictures and sound</strong></td>
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<table>
<thead>
<tr>
<th>Week 5</th>
<th>Beginning: 31 MARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysing words and images – why it matters</strong></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Beginning: 7 APRIL</td>
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<tr>
<td>--------</td>
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</tr>
<tr>
<td>Feature writing in a multisemiotic environment</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Beginning: 14 APRIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Basics of Broadcasting</td>
<td></td>
</tr>
<tr>
<td>BBC College of Journalism: Video/Image/Radio Skills tutorials – access via library catalogue.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Beginning: 28 APRIL</th>
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<tbody>
<tr>
<td>Ethics in the convergent newsroom</td>
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</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Beginning: 5 MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design principles on the page</td>
<td></td>
</tr>
<tr>
<td>BBC College of Journalism: Video/Image/Radio Skills tutorials – access via library catalogue.</td>
<td></td>
</tr>
</tbody>
</table>
**Week 10**  
**Beginning: 12 MAY**

**Design principles on the screen**

**Readings:**


**CHAPTER THREE: The transition from print to multimedia journalism, pp.15-26.**

BBC College of Journalism: Video/Image/Radio Skills tutorials – access via library catalogue.

**Week 11**  
**Beginning: 19 MAY**

**Convergent journalism futures**

**Readings:**


**Week 12**  
**Beginning: 26 MAY**

**Course Wrap-up**

**Readings:**

**CHAPTER ONE: An Industry in Turmoil**

**BBC College of Journalism**

We are very lucky to have online library access to the substantial resources provided by the BBC College of Journalism. These include:

- Briefings on how to report on various key topic areas such as Politics, Religion, Science, the Economy;
- Skills/Tutorial videos on a wide range of key journalistic skills such as writing headlines, interviewing, pitching a story, taking and choosing pictures, video skills, audio skills.

Please take the time to watch the relevant tutorials BEFORE you embark on your major projects.

**11. Expected Resources for students**

There is a prescribed (compulsory) book for this course available from the UNSW bookshop.


This book will be supplemented by readings sourced from journals and books, most of which will be available through the library catalogue or in our Moodle site. The Library catalogue can be accessed by typing ‘mdia3002’ into the Library search bar. Some of these resources will be offered as e-readings. In other instances you will need to go to the library and borrow the books. All journal articles will be available through the library e-Journal catalogue ONLY. The full reading list is below in the week-by-week summary of lecture/reading timetables.
Highly Recommended:
Students should continue their engagement with the Australian news media and with international news media organisations that offer a range of perspectives on current world events that are shaping the news. News commentary in Australia includes publications like The Monthly and The Quarterly Essay, which are important sources of longer journalistic essays. ABC NewsRadio, ABC Radio National and ABC News24 offer in-depth coverage of world news and current affairs through their radio and TV news programs. Students may also find it helpful to engage with other approaches to convergent journalism. Therefore, we provide below a list of additional resources that are available both in the UNSW library and in the Uni Bookshop.

Additional Resources:
Layton, R 2011, Editing and News Design: How to Shape the News in Print and Online Journalism, Palgrave Macmillan, Melbourne.
Tanner, S, Kasinger, M and Richardson, N 2009, Feature Writing Telling the Story, OUP, South Melbourne.

12. Course evaluation and development
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 on part on such feedback.
For example, feedback for MDIA3002 in 2011/12 showed that students were concerned about participation in tutorials. Students noted that some of their peers did not come to class prepared or indeed had no idea what had happened in the lecture. Therefore, we implemented a system of 'tutorial preparation tasks', which students were expected to complete in preparation for the tutorial. These tasks are based on student engagement with the lecture material and relevant readings.