School of the Arts and Media

MDIA3002: Multiplatform Journalism

Session 1, 2015
(Final 2 March 2015)
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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>
</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>Thursdays 14:00-15:00 Webster 311Q</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>
</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>
</tr>
<tr>
<td>Tutor</td>
<td>Ping Tian</td>
<td><a href="mailto:p.tian@unsw.edu.au">p.tian@unsw.edu.au</a></td>
<td>Email only</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, and lecture attendance will be recorded.
- 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/](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://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)

5. **Course details**

**Credit Points:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDIA3002</td>
<td>6 Units of Credit</td>
</tr>
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</table>
Lecture Time and Location:
Lecture: Thursdays 16:00 – 17.30 in Chemical Science M17 (F10)
Tutorials: Mondays/Tuesdays/Wednesdays in Webster Multimedia Labs: 136, 137, 138, 307

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 multisemiotic 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 before the lecture. However, due to copyright requirements a lot of the audiovisual 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 and attendance will be recorded.

**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 you 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 the ‘Tutorial Preparation’ page which has been provided 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 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 FOUR 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. 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. This is a SAM requirement.

<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>
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</thead>
<tbody>
<tr>
<td>Minor Assignment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Reflection</td>
<td>2000 words</td>
<td>35%</td>
<td>3, 4, 5</td>
<td>1, 4, 5</td>
<td>Week 6 Monday 13 April 12pm</td>
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<tr>
<td>Major Assignment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 29 May 12pm</td>
</tr>
<tr>
<td>Reading Journal</td>
<td>Equiv. 1000 words</td>
<td>15%</td>
<td>1, 4</td>
<td>1, 3</td>
<td>Ongoing – Weeks 2-12</td>
</tr>
<tr>
<td>News Wrap Presentation</td>
<td>Equiv. 500 words</td>
<td>5%</td>
<td>1, 4</td>
<td>1, 2</td>
<td>Assigned week</td>
</tr>
<tr>
<td>Assessment</td>
<td>Hard Copy</td>
<td>Electronic Copy</td>
<td>Turnitin Compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment ONE: Critical Reflection</td>
<td>NO</td>
<td>YES</td>
<td>Course Moodle site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment TWO: Original Production</td>
<td>YES</td>
<td>SAM assessment boxes Webster Level 3 On USB/CD</td>
<td>YES</td>
<td>Posted to the Moodle WIKI On your own page</td>
<td></td>
</tr>
<tr>
<td>Assessment THREE: Reading Journal</td>
<td>NO</td>
<td>YES</td>
<td>Posted to the Moodle WIKI on a weekly basis: On your own page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment FOUR: News Wrap</td>
<td>NO</td>
<td>In-class presentation in assigned week</td>
<td>NO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Late Submission
PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN FASS.
Time stamp on electronic submissions will be taken as date/time of completion. Late penalties will be applied on the basis of this time stamp.
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://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/).

Extension Procedure
- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS before the due time/date for the assessment task.
- 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://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-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://student.unsw.edu.au/special-consideration](https://student.unsw.edu.au/special-consideration)
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>Week beginning:</th>
<th>Lecture Topic:</th>
<th>Tutorial:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 MARCH</td>
<td>Introduction: Principles of Convergent Journalism</td>
<td>Intro/wiki details Equipment Check</td>
<td>Students to be enrolled in Moodle WIKI</td>
</tr>
<tr>
<td>2</td>
<td>9 MARCH</td>
<td>Images in the news - News Values</td>
<td>Adding Value – Assignment 1</td>
<td>Begin Assignment 1 Reading Journal 1</td>
</tr>
<tr>
<td>3</td>
<td>16 MARCH</td>
<td>Images in the news - Composition</td>
<td></td>
<td>Reading Journal 2 News Wrap</td>
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<tr>
<td>4</td>
<td>23 MARCH</td>
<td>Intersemiosis – How words, pictures and sound work together in the news</td>
<td>Aesthetics – Assignment 1</td>
<td>Reading Journal 3 News Wrap</td>
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<tr>
<td>5</td>
<td>30 MARCH</td>
<td>Analysing words and images – why it matters</td>
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<td>Reading Journal 4 News Wrap</td>
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**MID-SEMESTER BREAK**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning:</th>
<th>Lecture Topic:</th>
<th>Tutorial:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>13 APRIL</td>
<td>Feature writing in a multisemiotic environment / The Basics of Broadcasting</td>
<td>Assignment 2 intro: Making contact with talent Equipment Check/Proficiency tests</td>
<td>ASSIGNMENT 1 DUE Begin Assignment 2 Reading Journal 5</td>
</tr>
<tr>
<td>7</td>
<td>20 APRIL</td>
<td>Seamus Byrne Editor, CNET Australia &amp; Asia</td>
<td>Broadcasting: Pictures, Words, Sounds &amp; Feature writing Assignment 2 ground work</td>
<td>News Wrap</td>
</tr>
<tr>
<td>8</td>
<td>27 APRIL</td>
<td>Ethics in the convergent newsroom</td>
<td>Research Topic Assignment 2 ground work</td>
<td>Reading Journal 6 News Wrap</td>
</tr>
<tr>
<td>9</td>
<td>4 MAY</td>
<td>Design principles on the page</td>
<td>An ethical practice Sharing Assignment 2 Research data</td>
<td>Assignment 2: Data collection DUE Reading Journal 7 News Wrap</td>
</tr>
<tr>
<td>10</td>
<td>11 MAY</td>
<td>Design principles on the screen</td>
<td>Print/online design</td>
<td>Reading Journal 8 News Wrap</td>
</tr>
<tr>
<td>11</td>
<td>18 MAY</td>
<td>Convergent journalism futures</td>
<td>Broadcast/Online design</td>
<td>Reading Journals: BEST FOUR selected for assessment</td>
</tr>
<tr>
<td>12</td>
<td>25 MAY</td>
<td>Course Wrap-up</td>
<td>Assignment 2 editing</td>
<td>ASSIGNMENT 2 DUE</td>
</tr>
<tr>
<td>13</td>
<td>1 JUNE</td>
<td></td>
<td>Course evaluation and presentation of research findings</td>
<td></td>
</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: 2 MARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction – Principles of Convergent Journalism</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Beginning: 9 MARCH</th>
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</thead>
<tbody>
<tr>
<td>Images in the News – News Values</td>
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<table>
<thead>
<tr>
<th>Week 3</th>
<th>Beginning: 16 MARCH</th>
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<tbody>
<tr>
<td>Images in the News - Composition</td>
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</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Beginning: 23 MARCH</th>
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</thead>
<tbody>
<tr>
<td>Intersemiosis – Editing words, pictures and sound</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Beginning: 30 MARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing words and images – why it matters</td>
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</tr>
</tbody>
</table>

Mid-semester Break
### Week 6
**Beginning: 13 APRIL**

**Feature writing in a multisemiotic environment & The Basics of Broadcasting**

**Readings:**
- Tanner, S, Kasinger, M and Richardson, N 2009, *Feature Writing Telling the Story*, OUP, South Melbourne. (Dip in as many chapters relevant and useful reading)

### Week 7
**Beginning: 20 APRIL**

Seamus Byrne, Editor CNET Australia & Asia

Seamus will be talking to us about the transition from university into the workplace and what you need to be prepared to do to get a job in Journalism/PR. If you ask the right questions, he will also offer tech tips for your major assignment. Tweet him @seamus to make him feel welcome.

### Week 8
**Beginning: 27 APRIL**

**Ethics in the convergent newsroom**

**Readings:**

### Week 9
**Beginning: 4 MAY**

**Design principles on the page**

**Readings:**
  **CHAPTER SEVEN: Capturing context and tone: Using words, pictures and sound, pp.95-115.**

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

### Week 10
**Beginning: 11 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: 18 MAY**

Convergent journalism futures

**Readings:**

**Week 12**

**Beginning: 25 MAY**

Course Wrap-up

**Readings:**

**BBC College of Journalism**
We 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.
12. Social Media

During the semester we aim to use Twitter as a means of informing students about research, events and news that is relevant to the course content. We welcome additional contributions from students that align with these aims. Please use the course hashtag, #mdia3002 if you wish to contribute.

If you have a question specifically for the course convenor, address your tweet to @Medlec.

We expect students to maintain professional standards in all correspondence, including social media.

Students who make inappropriate remarks will be reported to the university authorities.

13. 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 in part on such feedback.

For example, feedback for MDIA3002 in 2012/13 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.