



Faculty of Arts
& Social Sciences

School of the Arts and Media

MDIA3002: Multiplatform Journalism

Session 1, 2015

(Final 2 March 2015)

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1. Staff Contact Details

Position	Name	Email	Availability; times and location
Course Convener	Helen Caple	helen.caple@unsw.edu.au	Thursdays 14:00-15:00 Webster 311Q
Lecturer/tutor	Helen Caple	helen.caple@unsw.edu.au	As above
Tutor	Kristin Moore	Kristin@mwpics.com.au	Email only
Tutor	Ping Tian	p.tian@unsw.edu.au	Email only

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/>

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/>

5. Course details

Credit Points:

6 Units of Credit

MDIA3002

Session 1, 2015

CRICOS Provider Code: 00098G

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].
4. A respect for ethical practice and social responsibility [#11].
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 audio 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 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.

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Minor Assignment: Critical Reflection	2000 words	35%	3, 4, 5	1, 4, 5	Week 6 Monday 13 April 12pm
Major Assignment: Original Production	Equiv. 3000 words	45%	1, 2, 4	1, 2, 3	Week 12 Friday 29 May 12pm
Reading Journal	Equiv. 1000 words	15%	1, 4	1, 3	Ongoing – Weeks 2-12
News Wrap Presentation	Equiv. 500 words	5%	1, 4	1, 2	Assigned week

Submission of Assessment Tasks

Assessment:	Hard Copy:		Electronic Copy:	
Assessment ONE: Critical Reflection	NO		YES	Turnitin Compliance: Course Moodle site
Assessment TWO: Original Production	YES	SAM assessment boxes Webster Level 3 On USB/CD	YES	Posted to the Moodle WIKI On your own page
Assessment THREE: Reading Journal	NO		YES	Posted to the Moodle WIKI on a weekly basis: On your own page Turnitin Compliance: Course Moodle site for Reading Journal Best FOUR
Assessment FOUR: News Wrap	NO	In-class presentation in assigned week	NO	

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/>.

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/>.

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>

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.

Details of what plagiarism is can be found on the Student Information website (<https://student.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.

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

Week	Week beginning:	Lecture Topic:	Tutorial:	Assessment:
1	2 MARCH	Introduction: Principles of Convergent Journalism		Students to be enrolled in Moodle WIKI
2	9 MARCH	Images in the news - News Values	Intro/wiki details Equipment Check	Begin Assignment 1 Reading Journal 1
3	16 MARCH	Images in the news - Composition	Adding Value – Assignment 1	Reading Journal 2 News Wrap
4	23 MARCH	Intersemiosis – How words, pictures and sound work together in the news	Aesthetics – Assignment 1	Reading Journal 3 News Wrap
5	30 MARCH	Analysing words and images – why it matters	Words and Images – Assignment 1	Reading Journal 4 News Wrap
MID-SEMESTER BREAK				
6	13 APRIL	Feature writing in a multisemiotic environment / The Basics of Broadcasting	Assignment 2 intro: Making contact with talent Equipment Check/ Proficiency tests	ASSIGNMENT 1 DUE Begin Assignment 2 Reading Journal 5
7	20 APRIL	Seamus Byrne Editor, CNET Australia & Asia	Broadcasting: Pictures, Words, Sounds & Feature writing Assignment 2 ground work	News Wrap
8	27 APRIL	Ethics in the convergent newsroom	Research Topic Assignment 2 ground work	Reading Journal 6 News Wrap
9	4 MAY	Design principles on the page	An ethical practice Sharing Assignment 2 Research data	Assignment 2: Data collection DUE Reading Journal 7 News Wrap
10	11 MAY	Design principles on the screen	Print/online design	Reading Journal 8 News Wrap
11	18 MAY	Convergent journalism futures	Broadcast/Online design	Reading Journals: BEST FOUR selected for assessment
12	25 MAY	Course Wrap-up	Assignment 2 editing	ASSIGNMENT 2 DUE
13	1 JUNE		Course evaluation and presentation of research findings	

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.

Week 1	Beginning: 2 MARCH
Introduction – Principles of Convergent Journalism	
<p>Readings: Wilkinson, JS, Grant, AE and Fisher, DJ 2009, <i>Principles of Convergent Journalism</i>, Oxford University Press, New York/Oxford. CHAPTER ONE: Introduction to convergent journalism, pp.1-14. Simons, M 2012, <i>Journalism at the Crossroads: Crisis and Opportunity for the Press</i>, Scribe, Melbourne. CHAPTER ONE: Journalism as an act of engaged citizenship, pp.11-29.</p>	
Week 2	Beginning: 9 MARCH
Images in the News – News Values	
<p>Readings: Bednarek, M and Caple, H 2012, <i>News Discourse</i>, Continuum, London. CHAPTER TWO: News Discourse in Context, pp.19-38. CHAPTER THREE: News Values, pp.39-83. Caple, H 2013. <i>Photojournalism: A Social Semiotic Approach</i>, Palgrave Macmillan, Basingstoke. CHAPTER TWO: News Values and the Multisemiotic News Story, pp.23-54. Niblock, S and Machin, D 2007, 'News values for consumer groups: The case of Independent Radio News, London, UK', <i>Journalism</i>, vol. 8, no. 2, 184-204.</p>	
Week 3	Beginning: 16 MARCH
Images in the News - Composition	
<p>Readings: Bednarek, M and Caple, H 2012, <i>News Discourse</i>, Continuum, London. CHAPTER SEVEN: Balancing Act: Image Composition, pp.160-180.</p>	
Week 4	Beginning: 23 MARCH
Intersemiosis – Editing words, pictures and sound	
<p>Readings: Bednarek, M and Caple, H 2012, <i>News Discourse</i>, Continuum, London. CHAPTER FIVE: Images in the News, pp.111-136. Nankervis, K 2011, 'Pushing the right buttons? Training television journalists in the digital age', <i>Australian Journalism Review</i>, vol. 33, no. 1, 119-130.</p>	
Week 5	Beginning: 30 MARCH
Analysing words and images – why it matters	
<p>Readings: Bednarek, M and Caple, H 2012, <i>News Discourse</i>, Continuum, London. CHAPTER FOUR: Language in the News, pp. 84-110. CHAPTER NINE: Killing Osama: a case study of online news, pp.197-218. Bednarek, M and Caple, H 2012, 'Value Added': Language, Image and News Value', <i>Discourse, Context & Media</i>, Special Issue on Journalistic Stance, vol. 1, 103-113.</p>	
Mid-semester Break	

Week 6	Beginning: 13 APRIL
Feature writing in a multisemiotic environment & The Basics of Broadcasting	
<p>Readings: Bender, JR, Davenport, LD, Drager, MW and Fedler, F 2009, <i>Reporting for the Media</i>, 9th edition, Oxford University Press, New York/Oxford. CHAPTER 15: Feature Stories, pp.379-387. CHAPTER 18: Writing for Broadcast, pp.487-500. Lamble, S 2011, <i>News as it Happens</i>, OUP, New York/London. CHAPTER 11: Feature Writing, pp.189-203. Layton, R 2011, <i>Editing and News Design: How to Shape the News in Print and Online Journalism</i>, Palgrave Macmillan, Melbourne. CHAPTERS 1-4. (book available in the University Library) Tanner, S, Kasinger, M and Richardson, N 2009, <i>Feature Writing Telling the Story</i>, OUP, South Melbourne. (Dip in as many chapters relevant and useful reading)</p>	
Week 7	Beginning: 20 APRIL
Seamus Byrne, Editor CNET Australia & Asia	
<p>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.</p>	
Week 8	Beginning: 27 APRIL
Ethics in the convergent newsroom	
<p>Readings: Bender, JR, Davenport, LD, Drager, MW and Fedler, F 2009, <i>Reporting for the Media</i>, 9th edition, Oxford University Press, New York/Oxford. CHAPTER 21: Ethics, pp.577-603. Craig, DA 2011, <i>Excellence in Online Journalism</i>, Sage, London. CHAPTER 2: An ethical lens for looking at excellence, pp.13-24. Layton, R 2011, <i>Editing and News Design: How to Shape the News in Print and Online Journalism</i>, Palgrave Macmillan, Melbourne. CHAPTER 5: Editing and Ethics, pp.73-88. (book available in the University Library)</p>	
Week 9	Beginning: 4 MAY
Design principles on the page	
<p>Readings: Kolodzy, J 2013, <i>Practicing Convergence Journalism: An Introduction to Cross-Media Storytelling</i>, Routledge, London/New York. CHAPTER SEVEN: Capturing context and tone: Using words, pictures and sound, pp.95-115. Layton, R 2011, <i>Editing and News Design: How to Shape the News in Print and Online Journalism</i>, Palgrave Macmillan, Melbourne. CHAPTERS 6-10 (book available in the University Library)</p> <p>BBC College of Journalism: Video/Image/Radio Skills tutorials – access via library catalogue.</p>	
Week 10	Beginning: 11 MAY
Design principles on the screen	
<p>Readings: Layton, R 2011, <i>Editing and News Design: How to Shape the News in Print and Online Journalism</i>, Palgrave Macmillan, Melbourne. CHAPTERS 6-10 (book available in the University Library) O'Donnell, P, McKnight, D and Este, J 2012, <i>Journalism at the Speed of Bytes: Australian Newspapers in the 21st Century</i>, The Walkley Foundation/MEAA, Australian Research Council, Canberra. http://www.walkleys.com/news/7141/ CHAPTER THREE: The transition from print to multimedia journalism, pp.15-26.</p> <p>BBC College of Journalism: Video/Image/Radio Skills tutorials – access via library catalogue.</p>	

Week 11	Beginning: 18 MAY
Convergent journalism futures	
Readings: Cokley, J, Edstroem, M, McBride J and Ranke A 2011, 'Moving away from 'Big Media': students, jobs and Long-Tail theory', <i>Australian Journalism Review</i> , vol.33, no. 1, 107-118. Craig, DA 2011, <i>Excellence in Online Journalism</i> , Sage, London. CHAPTER 8: The future of excellence in online journalism, pp.167-174. Wilkinson, JS, Grant, AE and Fisher, DJ 2009, <i>Principles of Convergent Journalism</i> , Oxford University Press, New York/Oxford. CHAPTER 12: Your future in convergent journalism, pp.203-217.	
Week 12	Beginning: 25 MAY
Course Wrap-up	
Readings: Lee-Wright P, Phillips A and Witschge T 2012, <i>Changing Journalism</i> , Routledge, London. CHAPTER 4: Doing it all in the multi-skilled universe. Picard, RG 2010, <i>Value Creation and the Future of News Organisations: Why and How Journalism Must Change to Remain Relevant in the 21st Century</i> , Media XXI, Barcelona. CHAPTER ONE: An Industry in Turmoil	

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.

Bednarek, M and Caple, H 2012, *News Discourse, Continuum: London/New York.*

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:

- Bender, JR, Davenport, LD, Drager, MW and Fedler, F 2009, *Reporting for the Media*, 9th edition, Oxford University Press, New York/Oxford.
- Bull, A 2010, *Multimedia Journalism: A Practical Guide*, Routledge, New York.
- Craig, DA 2011, *Excellence in Online Journalism*, Sage, London.
- Kern, J 2008, *Sound Reporting: The NPR Guide to Audio Journalism and Production*, Uni of Chicago Press, Chicago.
- Hirst, M 2011, *News 2.0: Can Journalism Survive the Internet?*, Allen & Unwin, Sydney.
- Kolodzy, J 2013, *Practicing Convergence Journalism: An Introduction to Cross-Media Storytelling*, Routledge, London/New York.
- Lamble, S 2011, *News as it Happens: An Introduction to Journalism*. Oxford University Press, New York/Oxford.
- Layton, R 2011, *Editing and News Design: How to Shape the News in Print and Online Journalism*, Palgrave Macmillan, Melbourne.
- Meikle, G and Redden, G (eds) 2011, *News Online: Transformations and Continuities*, Palgrave Macmillan, New York.
- O'Donnell, P, McKnight, D and Este, J 2012, *Journalism at the Speed of Bytes: Australian Newspapers in the 21st Century*, The Walkley Foundation/MEAA, Australian Research Council, Canberra.
<http://www.walkleys.com/news/7141/>
- Phillips, G and Lindgren, M 2005, *Australian Broadcast Journalism*, OUP, South Melbourne.
- Picard, RG 2010, *Value Creation and the Future of News Organisations: Why and How Journalism Must Change to Remain Relevant in the 21st Century*, Media XXI, Barcelona.
- Ray, V 2003, *The Television Handbook: An Insider's Guide to being a Great Broadcast Journalist*, Macmillan, London.
- Simons, M 2012, *Journalism at the Crossroads: Crisis and Opportunity for the Press*, Scribe, Melbourne.
- Tanner, S, Kasinger, M and Richardson, N 2009, *Feature Writing Telling the Story*, OUP, South Melbourne.
- Wilkinson, JS, Grant, AE and Fisher, DJ 2009, *Principles of Convergent Journalism*, Oxford University Press, New York/Oxford.

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.