



**UNSW**  
SYDNEY

**School of the Arts and Media**

**Faculty of Arts and Social Sciences**



**MDIA5000**

**Understanding Contemporary Media**

**Session 1, 2017**

# Course Outline

## Staff Contact Details

### Conveners

Name	Email	Availability	Location	Phone
Kath Albury	k.albury@unsw.edu.au	Tuesday 11am-12pm (or by appointment)	Robert Webster building, room 231 F	9385 8533 (prefer email)

### Lecturers

Name	Email	Availability	Location	Phone
Chris Rodley	c.rodley@unsw.edu.au	Please contact via email		
Roanna Gonsalves	roanna@unsw.edu.au	Please contact via email		null

## School Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

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

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

## Attendance Requirements

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

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

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

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

## **Essential Information**

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

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

## **Course Details**

### **Credit Points 6**

### **Summary of the Course**

This course will introduce you to the contemporary media landscape with a focus on current developments that are influencing the practice of journalism and the role of communications within private, public and community sector organisations. You will be introduced to key concepts that frame, assist and challenge practitioners working in the contemporary journalism and communications fields. You will learn about the historical, social and political role of journalism and will compare different national media spheres. Through the course you will also learn about the expansion of professional communications and its impact on journalism, organizations and the public sphere. Topics covered in this course will include: A history of the evolution of Australian media, Australian media regulation history and contemporary frameworks, the role of the public and private sectors in Australian media production, the political and social role of journalism in Australia, the differences between Australian media and other national media with regard to journalism practice, regulation and the social and political role of journalism.

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

1. Demonstrate an understanding of the media industries that provide media content and their modes of production (particularly Australian industries),
2. Understand the role the public and private sectors play in funding and regulating media content production;
3. Use diverse practical tools and theoretical approaches in the contemporary media sphere;
4. Practice the skills for scholarly inquiry, specifically: locating relevant information, reading analytically, thinking critically and communicating clearly and convincingly.

### **Teaching Strategies**

The course is seminar based, and focuses on critical thinking and discussion-based learning. In the first half hour of class, the lecturer will introduce key concepts and case studies in contemporary media and journalistic practice and scholarship; and core research skills for both academic and media industry research. In the remainder of the seminar, students will explore these skills and concepts via individual presentations, and small and large group exercises.

# Assessment

## IMPORTANT

In order to avoid potential or actual [plagiarism](#), you will need to use [Harvard](#) or [APA](#) (ie in-text) referencing, and include a reference list at the end of your essays for MDIA5000. If you are not familiar with academic referencing it is **ESSENTIAL** that you familiarise yourself with it **BEFORE** you submit Assessment One. We will discuss referencing in class. If you would like one-to-one consultation on referencing and/or other aspects of essay-writing technique, please make an appointment with the [UNSW Learning Centre](#).

**APPROPRIATE CITATION (ie. referencing) IS A KEY ASSESSMENT CRITERIA IN THIS COURSE. MARKS WILL BE DEDUCTED ON ALL WRITTEN ASSESSMENTS THAT DO NOT DEMONSTRATE A SERIOUS ATTEMPT AT IN-TEXT REFERENCING.**

## Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Research essay	40%	2000 words	2 June 5pm	Please submit a word document via Turnitin
Critical reading and writing exercise	25%	750 words	24 March, 5pm	Please submit a word document via Turnitin
Key concepts quiz	20%	Quiz 2a 5 questions. Quiz 2b 15 Questions	Quiz 2a due Monday 20 March 9am. Quiz 2b due Friday May 5, 5pm	null
Seminar presentation	15%	5 minute presentation PLUS 500 word written documentation	Weeks 10 and 11	Submit a Word document or pdf online via Turnitin by MIDDAY on the day of your presentation

## Assessment Details

### Assessment 1: Research essay

**Details:** 2000 words. This is the final assessment task. Students will receive written feedback, plus generic verbal feedback.

### Additional details:

**You will be assessed according to the following criteria:**

- Ability to critically analyse and reflect on course content
- Ability to undertake research using academic and non-academic sources
- Ability to present a concise, clearly written argument, supported by academic and non-academic

sources

- Ability to argue a point in academic essay format, consisting of an introduction, a series of linked paragraphs presenting your arguments (supported by research), a conclusion, and references.
- Ability to appropriately and ethically cite academic and non-academic sources

#### ESSAY QUESTION:

In the Reuters Institute's report *Journalism, Media and Technology Trends and Predictions 2017*, Nic Newman analyses a survey of global media leaders to identify a range of key opportunities and challenges for global media organisations. These include the problem of 'fake news', concerns regarding digital advertising and the rising popularity of ad-blocking technologies, and the opportunities offered by bots and AI. Which of these trends and predictions are *most* relevant to your current interests in contemporary media and/or your future career plans? Which element is likely to be *most* important in your professional context. Why?

#### STRUCTURING YOUR ESSAY:

**FIRST:** Read and analyse the Reuters report carefully. You should also read as much related academic and professional commentary as you can find (check out the additional readings provided in the Reuters report, plus readings provided from Week 7-13 in this course - they are all relevant to this essay topic). This material will provide supporting evidence for your arguments.

#### TO WRITE YOUR ESSAY:

- 1) Briefly describe/define your current interests in contemporary media and/or future career plans (as outlined in your seminar presentation).
- 2) Identify and describe three elements of the report that are most relevant to your current interests and/or future career plans you described in point 1. For example, if you want to work as a social media editor for Vice Media, you might focus on changing business models for digital advertising, the role of platforms and algorithms in sharing media content, and the impact of online video.
- 3) Explain why these elements are particularly significant to you (in the broader context of the contemporary media industry). You will need to argue your case as to why the elements you have chosen matter in your *specific* current or future professional context. You must provide evidence to support your assertions and arguments.
- 4) Finally, focus on one key element (ie the most important or relevant) and explain how you might apply your research for this essay in your own career. How, for example, would you use this knowledge to solve a problem for your employer?

#### REFERENCING:

In text referencing (Harvard or APA) is essential for this essay. As a guideline, we expect to see no fewer than 10 references for this essay. At least three should be relevant peer-reviewed journal articles. Please note, where you are citing a report or other document with page numbers (such as the Reuters report itself), you **MUST** cite the relevant page when quoting or paraphrasing.

Key reference for this essay: [Newman, N. \(2017\) \*Journalism, Media and Technology Trends and Predictions 2017\*. Oxford: Reuters Institute for the Study of Journalism.](#)

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

**Learning outcomes:**

- Demonstrate an understanding of the media industries that provide media content and their modes of production (particularly Australian industries),
- Understand the role the public and private sectors play in funding and regulating media content production;
- Use diverse practical tools and theoretical approaches in the contemporary media sphere;
- Practice the skills for scholarly inquiry, specifically: locating relevant information, reading analytically, thinking critically and communicating clearly and convincingly.

**Assessment 2: Critical reading and writing exercise**

**Details:** 750 words. Students will receive written and verbal feedback.

**Additional details:**

**In Assessment One, you will be assessed according to the following criteria:**

- Ability to critically analyse and reflect on course content (as outlined below)
- Ability to undertake research using academic and non-academic sources
- Ability to present a concise, clearly written argument, supported by academic and non-academic sources
- Ability to appropriately and ethically cite academic and non-academic sources

To successfully complete this assignment you will need to work through the following five steps:

- 1) Choose ONE of the scholarly articles from Weeks 2 OR 3.
- 2) Carefully analyse your chosen reading. You should [identify, summarise and paraphrase](#) the key arguments and themes. (suggested length: 150-180 words)
- 3) Using UNSW library databases, and/or a search engine, find one additional peer-reviewed academic article (NOT on our current reading list) and one additional expert/academic blog post or online article that explore similar problems, arguments or themes. They do not need to be EXACTLY the same.
- 4) Read these two extra articles carefully, and [identify, summarise and paraphrase](#) the key arguments and themes in both articles. (suggested length: 180-200 words each ie maximum 400 words total). You should explain how each additional articles seems to agree or disagree with the original article you chose. How are they similar? How are they different? Your task here is not simply to describe, but to demonstrate [critical thinking](#).
- 5) Now present this information using essay structure. You should have around 150-200 words left to add an introduction and conclusion to your essay. Your introduction (suggested length: 75 - 100 words) should give the reader a sense of what you will do in your essay (ie 'This essay will compare the key themes and arguments in the following articles, to demonstrate that...'. Your conclusion should sum up the most significant aspects of your arguments in around 75 - 100 words.

You **must** use in-text referencing in this essay ([APA](#) or [Harvard](#)), including an appropriate reference list at the end of the essay. **Marks will be deducted for essays that do not demonstrate proper referencing.**

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

reports

**Learning outcomes:**

- Use diverse practical tools and theoretical approaches in the contemporary media sphere;
- Practice the skills for scholarly inquiry, specifically: locating relevant information, reading analytically, thinking critically and communicating clearly and convincingly.

**Assessment 3: Key concepts quiz**

**Details:** 20 multiple choice questions. Students will receive written and verbal feedback.

**Additional details:**

This assessment is divided into 2 x multiple choice quizzes.

Both quizzes assess your knowledge of a) key readings for this course and b) key skills for academic and professional research.

Both quizzes are conducted on Moodle. You will have 3 days to complete the quiz. We will discuss the correct answers in tutorials (following quiz completion).

If you are unable to complete the online quiz within the required time-period due to illness or misadventure, you will be required to provide supporting documentation (ie a medical certificate) via the Faculty Special Consideration system. You will be required to take an alternative quiz (with different questions) under the supervision of the Course Convenor.

**Learning outcomes:**

- Demonstrate an understanding of the media industries that provide media content and their modes of production (particularly Australian industries),
- Understand the role the public and private sectors play in funding and regulating media content production;
- Practice the skills for scholarly inquiry, specifically: locating relevant information, reading analytically, thinking critically and communicating clearly and convincingly.

**Assessment 4: Seminar presentation**

**Details:** Five minute class presentation plus 500 word documentation. Students will receive written and verbal feedback.

**Additional details:**

You will be assessed according to the following criteria:

- Ability to undertake research using credible and authoritative academic and non-academic sources.
- Ability to present the required information (outlined above) clearly and concisely, in no more than 5 minutes (spoken presentation), and 500 words (written documentation).
- Ability to appropriately and ethically cite academic and non-academic sources.



This assessment requires you to prepare and document a concise presentation on your 'dream' role at your ideal media employer. You may choose, for example, to work as a journalist or an event manager for *The Sydney Morning Herald*; or a social media manager promoting Adidas sportswear in China. You can choose a job/role you are already very familiar with, or explore something very ambitious if you like – the sky is the limit.

**You are required to a) undertake research using credible and authoritative academic and non-academic sources, and b) prepare a concise 5 minute presentation in which you:**

- 1) Describe your chosen employer including: what they are best known for, how they describe themselves, which markets/audiences they target, what their business model is;
- 2) Describe the scope and duties involved in your chosen role; and finally
- 3) Explain why you want to work for them in the role you have chosen (note - please emphase what you can OFFER your prospective employer).

You have NO MORE than 5 minutes to present, so you should prepare no more than 4-5 powerpoint slides. Pitching is a key professional skill in media industries. Consequently, you will be STRICTLY timed – your lecturer will sound a bell at 5 minutes and you MUST stop speaking.

#### **What do I need to include in my documentation?**

Your 500 word documentation must provide clear, credible and authoritative evidence to support all the key elements of your presentation, with the addition of a complete reference list. You can write a miniessay, or write in the style of a blog post or podcast, a feature article or job application. Whichever style you choose, you must clearly reference your work, using the Harvard or APA in-text referencing system.

Your reference list is NOT included in your word count.

DO NOT include illustrations or powerpoint slides in your documentation.

Your 500 word documentation must be submitted by MIDDAY on the day of your assigned presentation. If you are absent on the day of your assigned presentation, but you have submitted your 500 word summary as required, you may present your powerpoint in class the following week without penalty.

If you DO NOT submit your summary by MIDDAY on the day you are scheduled to present, late penalties of 5% per day will apply until the summary is submitted (unless you have been approved for Special Consideration).

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

#### **Learning outcomes:**

- Use diverse practical tools and theoretical approaches in the contemporary media sphere;
- Practice the skills for scholarly inquiry, specifically: locating relevant information, reading analytically, thinking critically and communicating clearly and convincingly.

## Submission of Assessment Tasks

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

## Turnitin Submission

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

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

## Late Assessment Penalties

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

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

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

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

## Special Consideration Applications

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

Sickness, misadventure or other circumstances beyond your control may:

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

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

For further details in relation to Special Consideration including 'When to Apply', 'How to Apply' and 'Supporting Documentation' please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

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

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices;

Paraphrasing, summarising, essay writing and time management

Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

# Course Schedule

## Timetable

Date	Type	Content
Week 1: 27 February - 5 March	Seminar	<p><b>Introduction: understanding contemporary media and journalism</b></p> <p>Essential reading:</p> <p>Bathke, B (2017) "Journalists will have superpowers" Futurist Amy Webb talks about the opportunities - and pitfalls - of journalism tech. <i>Global Editors Network, Medium</i>.  <a href="https://medium.com/global-editors-network/journalists-will-have-superpowers-futurist-amy-webb-talks-opportunities-and-pitfalls-of-97409133ea50#.yfuw0qxrr">https://medium.com/global-editors-network/journalists-will-have-superpowers-futurist-amy-webb-talks-opportunities-and-pitfalls-of-97409133ea50#.yfuw0qxrr</a>                      (accessed 7 February, 2017).</p> <p>Cunningham, S and Turnbull, S (2014) Introduction: The Media and Communications Today. in Cunningham, S &amp; Turnbull, S (eds) <i>The Media and Communications in Australia</i> [4th edition]. Sydney: Allen &amp; Unwin, pp1-12.</p> <p>Rosen, J (2014) How to be literate on what's changing journalism. <i>Press Think</i> Available at:  <a href="http://pressthink.org/2014/11/how-to-be-literate-in-whats-changing-journalism/">http://pressthink.org/2014/11/how-to-be-literate-in-whats-changing-journalism/</a> (accessed 15 February, 2016).</p>
Week 2: 6 - 12 March	Seminar	<p><b>Media, democracy and the Fourth Estate</b></p> <p>Essential reading:</p>

Date	Type	Content
		<p>McNair, B. (2003) 'Politics, democracy and the media' in <i>An introduction to political communication</i>, 3rd ed., London; New York : Routledge e-book in UNSW library</p> <p>Stromback J (2005) In Search of a Standard: four models of democracy and their normative implications for journalism. <i>Journalism Studies</i> 6(3): 331-345.</p> <p>Li, J (2017) Seminar report: Is censorship stifling China's media? <i>Reuters Institute for the study of journalism</i>. <a href="http://reutersinstitute.politics.ox.ac.uk/news/seminar-report-censorship-stifling-chinas-media">http://reutersinstitute.politics.ox.ac.uk/news/seminar-report-censorship-stifling-chinas-media</a> (accessed 7 February, 2017)</p> <p>Additional reading:</p> <p>Freedom House: <a href="https://freedomhouse.org/">https://freedomhouse.org/</a></p> <p>Reporters Without Borders Press Freedom Index: <a href="https://rsf.org/en/ranking">https://rsf.org/en/ranking</a></p> <p>Reuters Institute for the Study of Journalism (2016) Definitions of Journalism <a href="http://reutersinstitute.politics.ox.ac.uk/page/definitions-journalism">http://reutersinstitute.politics.ox.ac.uk/page/definitions-journalism</a> (accessed Feb 2, 2017)</p>
Week 3: 13 - 19 March	Seminar	<p><b>Can we trust our sources?: media credibility, fake news, and CRAP detection</b></p> <p>Essential reading:</p> <p>Donath, J (2016) Why fake news stories thrive online <i>CNN</i> <a href="http://edition.cnn.com/2016/11/20/opinions/fake-news-stories-thrive-donath/index.html">http://edition.cnn.com/2016/11/20/opinions/fake-news-stories-thrive-donath/index.html</a> (accessed 7</p>

Date	Type	Content
		<p>February 2017).</p> <p>Kiely, E. and Robertson, L (2016) How to spot fake news. <i>FactCheck.org</i>. <a href="http://www.factcheck.org/2016/11/how-to-spot-fake-news/">http://www.factcheck.org/2016/11/how-to-spot-fake-news/</a> (accessed 7 February 2017).</p> <p>Sweetser, K. D., Porter, L. V., Chung, D. S., &amp; Kim, E. (2008). Credibility and the use of blogs among professionals in the communication industry. <i>Journalism &amp; Mass Communication Quarterly</i>, 85(1), 169-185. <a href="http://journals.sagepub.com/doi/pdf/10.1177/107769900808500111">http://journals.sagepub.com/doi/pdf/10.1177/107769900808500111</a></p> <p>Additional reading:</p> <p>Mayfield Publishing (2001) How to Judge the Reliability of Internet Information <a href="http://www.mhhe.com/mayfieldpub/webtutor/judging.htm">http://www.mhhe.com/mayfieldpub/webtutor/judging.htm</a></p> <p>Spicer, A. and Roulet, T. (2014) Explainer: what is peer-review? <i>The Conversation</i>. <a href="http://theconversation.com/explainer-what-is-peer-review-27797">http://theconversation.com/explainer-what-is-peer-review-27797</a></p> <p>UNSW Library resources for locating research materials: <a href="http://subjectguides.library.unsw.edu.au/elise/locating">http://subjectguides.library.unsw.edu.au/elise/locating</a></p>
Week 4: 20 - 26 March	Seminar	<p><b>From 'the press' to global digital media – changing business models, and the impact on media industries</b></p> <p>Essential Readings:</p>

Date	Type	Content
		<p>Tiffen, R (2014) The Press. in Cunningham, S &amp; Turnbull, S (eds) <i>The Media and Communications in Australia</i> [4th edition]. Sydney: Allen &amp; Unwin, pp 95-109.</p> <p>Owen, L. H. (2017) Medium lays off dozens as it tries to find a publishing business model that may not exist yet. <i>Nieman Lab</i> <a href="http://www.niemanlab.org/2017/01/medium-lays-off-dozens-as-it-tries-to-find-a-publishing-business-model-that-may-not-actually-exist-yet/">http://www.niemanlab.org/2017/01/medium-lays-off-dozens-as-it-tries-to-find-a-publishing-business-model-that-may-not-actually-exist-yet/</a> (accessed 7 February, 2017).</p> <p>Siles, I, and Boczkowski, P (2012) Making sense of the newspaper crisis: A critical assessment of existing research and an agenda for future work. <i>New Media &amp; Society</i> 14(8): 1375-1394.</p>
Week 5: 27 March - 2 April	Seminar	<p><b>Media &amp; the State: policy and regulation</b></p> <p>Essential readings:</p> <p>Cunningham, S (2014) Policy and Regulation in Cunningham, S &amp; Turnbull, S (eds) <i>The Media and Communications in Australia</i> [4th edition]. Sydney: Allen &amp; Unwin, pp 73-91</p> <p>Puppis, M (2008) National Media Regulation in the Era of Free Trade: The Role of Global Media Governance, <i>European Journal of Communication</i> 23(4): 405-424.</p> <p>Creemers, R (2016). The Privilege of Speech and New Media: Conceptualizing China's Communications Law in the Internet Age. In DeLisle J, Goldstein A, &amp; Yang G (Eds.), <i>The Internet, Social Media, and a</i></p>



Date	Type	Content
		<p><i>Changing China</i> (pp. 86-105). University of Pennsylvania Press. (e-book in library)</p>
Week 6: 3 - 9 April	Seminar	<p><b>Wikileaks: journalism, national security, and investigative reporting.</b></p> <p>Essential Reading:</p> <p>Bieber, C (2013) Lessons of the Leak: Wikileaks, Julian Assange, and the Changing Landscape of Media and Politics. in Hartley, J, Burgess, J, and Bruns, A (eds) <i>A Companion to New Media Dynamics</i>. London: Blackwell Publishing Ltd, pp 322-333 Full e-book access via UNSW Library</p> <p>Lynch, L (2010) 'We're Going To Crack The World Open: Wikileaks and the future of investigative reporting'. <i>Journalism Practice</i>, 4:3: 309-318</p> <p>Farrell, P (2016) The AFP and me: how one of my asylum stories sparked a 200-page investigation. The Guardian Available at: <a href="http://www.theguardian.com/media/2016/feb/12/theafp-and-me-how-one-of-my-asylum-stories-sparked-a-200-page-police-investigation">http://www.theguardian.com/media/2016/feb/12/theafp-and-me-how-one-of-my-asylum-stories-sparked-a-200-page-police-investigation</a> (accessed 15 February, 2016).</p> <p>Recommended reading:</p> <p>Spielkap, M (2016) Journalism after Snowden - How the Internet has changed media. <i>Heinrich Böll Stiftung Foundation</i> <a href="https://us.boell.org/2016/02/02/journalism-after-snowden-how-internet-has-changed-media">https://us.boell.org/2016/02/02/journalism-after-snowden-how-internet-has-changed-media</a></p>
Week 7: 10 - 16 April	Seminar	<p><b>Understanding media audiences: publics, citizens,</b></p>

Date	Type	Content
		<p><b>consumers, prosumers</b></p> <p>Essential Reading:</p> <p>Koski, O (2015) How Participatory Journalism Turns News Consumers into Collaborators, <i>Nieman Reports</i>.  <a href="http://niemanreports.org/articles/how-participatory-journalismturns-news-consumers-into-collaborators/">http://niemanreports.org/articles/how-participatory-journalismturns-news-consumers-into-collaborators/</a>          (accessed 15 February, 2016).</p> <p>Turnbull, S (2014) Imagining the audience. in Cunningham, S &amp; Turnbull, S (eds) <i>The Media and Communications in Australia</i> [4th edition]. Sydney: Allen &amp; Unwin pp 59-72.</p> <p>Tu, F (2016) WeChat and civil society in China. <i>Communication and the Public</i>, 1(3), 343-350.</p> <p>Recommended reading:</p> <p>Livingstone, S (2005) On the relation between audiences and publics. in Livingstone, S (ed), <i>Audiences and Publics: When cultural engagement matters for the public sphere</i>, Bristol: Intellect Books, pp17-42. (full e-book access via UNSW Library)</p>
Week 8: 24 - 30 April	Web	POSTGRADUATE READING WEEK - NO SEMINAR
Week 9: 1 - 7 May	Seminar	<p><b>Digital media ethics</b></p> <p>Essential reading:</p> <p>Bowles, K (2014) The ethics of privacy. in Cunningham, S &amp; Turnbull, S (eds) <i>The Media and Communications in Australia</i> [4th edition]. Sydney: Allen &amp; Unwin, pp 309-314.</p>

Date	Type	Content
		<p>Dewey C (2015) How to search the Ashley Madison leak. <i>Washington Post</i>, 19 August. Available at: <a href="http://www.washingtonpost.com/news/the-intersect/wp/2015/08/19/how-to-see-if-you-or-your-spouse-appear-in-the-ashley-madison-leak/">www.washingtonpost.com/news/the-intersect/wp/2015/08/19/how-to-see-if-you-or-your-spouse-appear-in-the-ashley-madison-leak/</a></p> <p>McBride, K (2014) BuzzFeed Reporter's Use of Tweets Stirs Controversy'. <i>Poynter</i>. Available at: <a href="http://www.poynter.org/2014/buzzfeed-reporters-use-of-tweets-stirs-controversy/243413/">http://www.poynter.org/2014/buzzfeed-reporters-use-of-tweets-stirs-controversy/243413/</a> (accessed 15 February, 2016).</p> <p>Isaac, M (2014) Nude Photos of Jennifer Lawrence Spark Debate over Online Behaviour <i>New York Times</i> <a href="https://www.nytimes.com/2014/09/03/technology/trove-of-nude-photos-sparks-debate-over-online-behavior.html">https://www.nytimes.com/2014/09/03/technology/trove-of-nude-photos-sparks-debate-over-online-behavior.html</a></p> <p>Additional reading:</p> <p>National Public Radio (no date). Social Media. <i>NPR Ethics Handbook</i> <a href="http://ethics.npr.org/tag/social-media/">http://ethics.npr.org/tag/social-media/</a></p> <p>Hare, K (2015) ONA debuts a Build Your Own Ethics Code Platform. <i>Poynter</i> <a href="http://www.poynter.org/2015/ona-debuts-a-build-your-own-ethics-code-platform/374941/">http://www.poynter.org/2015/ona-debuts-a-build-your-own-ethics-code-platform/374941/</a></p>
Week 10: 8 - 14 May	Seminar	<p><b>Social news?: changing media genres</b></p> <p>Essential reading:</p> <p>Cresci, E (2014) 21 things you need to know about BuzzFeed's</p>

Date	Type	Content
		<p>success. <i>The Guardian</i>. Available at:  <a href="http://www.theguardian.com/media/2014/aug/11/21-things-you-need-to-know-aboutbuzzfeeds-success?CMP=tw_t_gu">http://www.theguardian.com/media/2014/aug/11/21-things-you-need-to-know-aboutbuzzfeeds-success?CMP=tw_t_gu</a> (accessed 15 February, 2016).</p> <p>Tandoc, EC and Jenkins, J (2015) The Buzzfeedification of journalism? How traditional news organizations are talking about a new entrant to the journalistic field will surprise you!. <i>Journalism</i>, Published online before print, doi: 10.1177/1464884915620269</p> <p>Jenkins, H., Ford, S. and Green, J. (2013) Chapter 5: Designing for Spreadability, in <i>Spreadable media: creating value and meaning in a networked culture</i> New York: New York University Press (e-book in UNSW library).</p>
Week 11: 15 - 21 May	Seminar	<p><b>Media innovation and new global business models</b></p> <p>Essential Reading:</p> <p>Benton, J (2014) The leaked New York Times innovation report is one of the key documents of this media age, <i>Nieman Lab</i> Available at:  <a href="http://www.niemanlab.org/2014/05/the-leaked-newyork-times-innovation-report-is-one-of-the-key-documents-of-this-media-age/">http://www.niemanlab.org/2014/05/the-leaked-newyork-times-innovation-report-is-one-of-the-key-documents-of-this-media-age/</a> (accessed 15 February, 2016).</p> <p>Chao, E (2017) How Social Cash Made WeChat the App for</p>

Date	Type	Content
		<p>Everything. <i>FastCompany</i>  <a href="https://www.fastcompany.com/3065255/china-wechat-tencent-red-envelopes-and-social-money?utm_content=buffer6caf6&amp;utm_medium=social&amp;utm_source=twitter.com&amp;utm_campaign=buffer">https://www.fastcompany.com/3065255/china-wechat-tencent-red-envelopes-and-social-money?utm_content=buffer6caf6&amp;utm_medium=social&amp;utm_source=twitter.com&amp;utm_campaign=buffer</a></p> <p>Schwalbe, CB, Silcock, BW and Candello, E, (2015) Gatecheckers at the Visual News Stream: A new model for classic gatekeeping theory. <i>Journalism Practice</i>, (ahead-of-print).</p> <p>(Please check out the Storyful website at this link:  <a href="https://storyful.com/">https://storyful.com/</a> )</p> <p>Recommended reading:</p> <p>Rice, S. (2015) '10 Things I wish someone had told me about freelancing', <i>Medium</i>. Available at:  <a href="https://medium.com/human-parts/10-things-i-wish-someone-had-told-me-about-freelancing-829b0ad2a866">https://medium.com/human-parts/10-things-i-wish-someone-had-told-me-about-freelancing-829b0ad2a866</a>          (accessed 15 February, 2016).</p>
Week 12: 22 - 28 May	Seminar	<p><b>New skills for media innovation – telling stories differently</b></p> <p>Essential Reading:          Bakker, P (2014) Mr. Gates Returns: Curation, community management and other new roles for journalists. <i>Journalism Studies</i> 15(5): 596-606.</p> <p>Bell, M (2016) Melissa Bell of Vox Media: “Give People the Start of Understanding” <i>Nieman Reports</i>.  <a href="http://niemanreports.org/articles/melissa-bell-of-vox-media-give-people-the-start-of-understanding/">http://niemanreports.org/articles/melissa-bell-of-vox-media-give-people-the-start-of-understanding/</a>          (accessed 15 February, 2016).</p>

Date	Type	Content
		<p>Clark, R P (2014) The Pyramid of Competence: what journalists need to know. <i>Poynter</i>. Available at: <a href="http://www.poynter.org/how-tos/journalism-education/251048/the-pyramid-of-journalismcompetence-what-journalists-need-to-know/">http://www.poynter.org/how-tos/journalism-education/251048/the-pyramid-of-journalismcompetence-what-journalists-need-to-know/</a> (accessed 15 February, 2016).</p> <p>Recommended reading:</p> <p>Morell, R (2016) Design as a Driving Force for Audience Engagement. <i>Nieman Reports</i> <a href="http://niemanreports.org/articles/design-as-a-driving-force-for-audience-engagement/">http://niemanreports.org/articles/design-as-a-driving-force-for-audience-engagement/</a></p> <p>Sacha, B. (2016) I watched 78 multimedia stories from visual journalists and what I learned will shock you. <i>Medium</i>. Available at: <a href="https://medium.com/@bobsacha/i-watched-78-multimedystories-from-visual-journalists-and-what-i-learned-will-shock-you-e8e498e059c2#.4xedaxqli">https://medium.com/@bobsacha/i-watched-78-multimedystories-from-visual-journalists-and-what-i-learned-will-shock-you-e8e498e059c2#.4xedaxqli</a> (accessed 15 February, 2016).</p> <p>Truong, E (2015) How to succeed in hybrid roles in new media <i>Poynter</i> <a href="http://www.poynter.org/2015/how-to-succeed-in-hybrid-roles-in-new-media/385389/">http://www.poynter.org/2015/how-to-succeed-in-hybrid-roles-in-new-media/385389/</a> (accessed 15 February, 2016). <a href="http://niemanreports.org/articles/melissa-bell-of-vox-media-give-people-the-start-of-understanding/">http://niemanreports.org/articles/melissa-bell-of-vox-media-give-people-the-start-of-understanding/</a></p>
Week 13: 29 May - 4 June	Seminar	<p><b>What's next? : imagining the future of media</b></p> <p>Chandler, S. (2016) Chatbots are the future of advertising. <i>The Daily Dot</i> <a href="http://www.dailydot.com/via/chatb">http://www.dailydot.com/via/chatb</a></p>

Date	Type	Content
		<p><a href="#">ots-future-advertising-marketing/</a></p> <p>Jarvis, J (2015) 'Untapped technologies' (extract), <i>Geeks Bearing Gifts. Medium</i>. Available at:  <a href="https://medium.com/geeks-bearing-gifts/untapped-technologies-883ef0f24e9f">https://medium.com/geeks-bearing-gifts/untapped-technologies-883ef0f24e9f</a>          (accessed 15 February, 2016).</p> <p>Nieman Lab (2016) <i>Predictions for Journalism and Digital Media 2017</i> <a href="http://www.niemanlab.org/collection/predictions-2017/">http://www.niemanlab.org/collection/predictions-2017/</a></p> <p>Recommended reading:</p> <p>Holtz, S (2017) Why has PR avoided the chatbot craze? <i>Venturebeat</i>  <a href="http://venturebeat.com/2017/01/17/why-has-pr-avoided-the-chatbot-craze/">http://venturebeat.com/2017/01/17/why-has-pr-avoided-the-chatbot-craze/</a></p> <p><i>Amy Webb's Blog: Notes From the Near Future</i> <a href="http://amywebb.io/notes-from-the-near-future/">http://amywebb.io/notes-from-the-near-future/</a></p>

## Resources

### Prescribed Resources

- Textbook available from UNSW Bookshop, or UNSW Library:  
Cunningham, S & Turnbull, S (eds) (2014) *The Media and Communications in Australia* [4th edition]. Sydney: Allen & Unwin.

### Recommended Resources

Poynter.org <http://www.poynter.org/>

Nieman Lab (at Harvard University) <http://www.niemanlab.org/>

Encyclo: An encyclopedia of the future of news <http://www.niemanlab.org/encyclo/>

Data & Society Research Institute <http://www.datasociety.net/>

China Media Project: A news and resource site maintained by the University of Hong Kong

<http://cmp.hku.hk/>

Asia Digital Life Project: <http://asiadigitallife.com/>

The China Story: a directory of English-language Chinese State and commercial media resources:

<http://www.thechinastory.org/recommended-reading/>

The Australian Communications and Media Authority: <http://www.acma.gov.au/>

Mumbrella: Australian media industry newsletter <http://mumbrella.com.au/>

European platform of regulatory authorities (EPRA) <http://www.epra.org/>

Screen Digest: analysis of media industries from a business perspective. Most info is subscriber only, but some is free: <https://technology.ihs.com/Research-by-Market/450465/media-intelligence>

### Course Evaluation and Development

This course is evaluated via MyExperience surveys, and informal student surveys. Survey data will inform the future refinement of course content and assessment tasks.

### Image Credit

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