MDIA5000

Understanding Contemporary Media

Session 1, 2014
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Staff Contact Details

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Consultation times and location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Convener</td>
<td>Dr Kath Albury</td>
<td><a href="mailto:k.albury@unsw.edu.au">k.albury@unsw.edu.au</a></td>
<td>Tuesday 4-5pm, Wednesday 11am-12pm or by appointment. Location: Robert Webster Building Room 231F</td>
<td>9385 8533 Please note, email is my preferred mode of contact – you will get a much faster response!</td>
</tr>
<tr>
<td>Lecturer/tutor</td>
<td>TBC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact Information for School of the Arts and Media
SAM Office
Room 312, level 3 Robert Webster Building
Phone: 9385 4856
Email: sam@unsw.edu.au
Attendance Requirements
To pass this course you are required to attend at least 80% of lectures and tutorials. If you do not meet the minimum attendance requirement for any reason you may fail the course. If you experience a prolonged illness or misadventure that prevents you from meeting the 80% attendance requirement you should contact the course convenor (Kath Albury) immediately. You may be advised to withdraw from the course.

Essential Information For SAM Students
A webpage that provides essential information about university policy and guidelines for all SAM students can be accessed at: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/.
In this document, you will find important information on the following:
- Essay Writing Support Services
- Policies Regarding Late Work
- Procedure for Applying for Extensions
- Procedure for Applying for Special Consideration
- Procedures for Submitting Assessments
- Policy on Academic Honesty and Plagiarism

Credit Points:
6 credit points

Summary of the Course
This course will introduce students 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. Students will be introduced to key concepts and skills that frame, assist and challenge practitioners working in the contemporary journalism and communications fields.

Aims of the Course
This course aims to give students knowledge of the history and contemporary status of media production and regulation in Australia. It introduces key skills required for studying journalism and communication at a post-graduate level, and introduces students to the contemporary landscape of media production.

Student learning outcomes
On successful completion of this subject, students will:
1. Develop an understanding of the media industries that provide media content and their modes of production (particularly Australian industries);
2. Attain an understanding of the role the public and private sectors play in funding and regulating media content production;
3. Develop a capacity to understand and use diverse practical tools and theoretical approaches in the contemporary media sphere;
4. Develop skills for scholarly inquiry, specifically: locating relevant information, reading analytically, thinking critically and communicating clearly and convincingly.
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. At the conclusion of this course the student will be able to:

1. Demonstrate an advanced critical knowledge of journalism, communication and media theory and practice.
2. Undertake research-based learning utilising critical frameworks for journalism and communication research.
3. Demonstrate adaptive communication skills, through class presentations, groupwork and writing that displays evidence of critical analysis.

Rationale for the inclusion of content and teaching approach

This course is a core subject in the Master of Journalism and Communication, and is included to enable students to develop a critical understanding of the media and communications industries. It reflects my position that graduate’s practice within the field will require an advanced theoretical and practical understanding of the evolving space of journalism and communications. This course will assist students in developing critical research and communication skills that will enhance their practice as media professionals.

Teaching strategies

This course combines a one hour lecture and one hour tutorial per week. Tutorial activities will include small and large group discussion and practical exercises based on course readings and lecture content. Attendance at lectures and tutorials is compulsory. Students are required to undertake a minimum of three hours of self-directed study per week, including reading, writing and research activities.

Assessment

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

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning outcomes assessed</th>
<th>Graduate attributes assessed</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical reading and writing exercise</td>
<td>1500 words</td>
<td>30%</td>
<td>1,3,4</td>
<td>1,2,3</td>
<td>Friday 21 March</td>
</tr>
<tr>
<td>2a. Research Essay workplan</td>
<td>500 words</td>
<td>5%</td>
<td>1,3,4</td>
<td>1,2,3</td>
<td>Monday 7 April (in class)</td>
</tr>
<tr>
<td>2b. Research Essay</td>
<td>2500 words</td>
<td>45%</td>
<td>1,2,3,4</td>
<td>1,2,3</td>
<td>Friday 9 May</td>
</tr>
<tr>
<td>3. Take-home test</td>
<td>1200-1500 words</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,2,3</td>
<td>Tuesday 10 June</td>
</tr>
</tbody>
</table>

Course Code
Session 1, 2014
CRICOS Provider Code: 00098G
Assessment Details

Assessment 1: Critical reading, writing and research exercise
Length: 1500 words
Weighting: 30%
Due Date: Friday 21 March
Submit online via Turnitin
To successfully complete this assignment you will need to work through the following five steps:

1: Choose one topic covered in Lectures 1-4; i.e. the contemporary news landscape, media as the Fourth Estate, etc.

2: Read one of the assigned course readings carefully, and identify the key arguments and themes.

3: Using UNSW library databases, and/or a search engine, find one additional peer-reviewed academic article or book chapter and one additional expert/academic blog post or online article on the same topic.

4: Read these two extra articles carefully, and identify their key arguments and themes.

5: Write a 1500 word paper summarising all three articles/chapters you have chosen, comparing and contrasting the approaches and arguments. Your paper should have an introduction, a discussion, and a conclusion. You will need to use academic referencing, and include a bibliography. In-text referencing is preferred. For a ‘how-to’, see http://www.lc.unsw.edu.au/onlib/ref.html.

HOW DO YOU DEMONSTRATE CRITICAL THINKING?
In order to demonstrate critical thinking, you need to do more than simply state your personal opinion or summarise/repeat an argument from your reading.
You need to:
*Identify the main ‘problem’ you are discussing.
*Identify your own position in relation to the problem (i.e. your viewpoint).
*Offer other perspectives drawn from your reading/discussion.
*Identify the key assumptions in the article/text/image you are discussing.
*Test the quality of evidence you have been offered: i.e. is it accurate? Is it precise? Does it exclude other perspectives in order to reach a particular conclusion? (Note – this doesn’t necessarily mean the information is ‘wrong’).
*Identify and discuss the particular implications or conclusions of the perspectives you have explored.
We will talk more about this in class!

You will be assessed according to the following criteria:
- Ability to critically analyse and reflect on course content (as outlined above)
- 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
Assessment 2a: Research essay proposal
Length: 500 words
Weighting: 5% (all satisfactory proposals will receive full marks)
Due Date: Monday 7 April
Submit in class
Note: Sample essay questions will be posted on Moodle, and discussed in class on Monday March 28. You are also free to choose your own research topic, but must discuss it with your tutor.
Each student will present a proposal for a research essay, focused on the themes raised in the lectures/readings (you may also negotiate a special interest topic with the permission of the course convenor). Your proposal should include: a 250-300 word summary of your topic and research question, and a preliminary bibliography (about 500 words in total). You will discuss your proposals in groups in your tutorial. This is a compulsory activity, and will be marked as ‘satisfactory’ (5%) or ‘unsatisfactory’ (0%) only. You will receive feedback in class.

You will be assessed according to the following criteria:
- Ability to critically analyse and reflect on course content (as outlined above)
- 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

Assessment 2b: Research Essay
Length: 2500 words
Weighting: 45%
Due Date: Friday 9 May
Submit online via Turnitin
This is an academic essay that will allow you to explore an aspect of a topic in depth. Sample questions will be provided, but you may also negotiate a special interest topic with the permission of the course convenor. Your paper should have an introduction, an argument in relation to your question, and a conclusion. You will need to use academic referencing, and include a bibliography. In-text referencing is preferred. For a ‘how-to’, see http://www.lc.unsw.edu.au/onlib/ref.html

You will be assessed according to the following criteria:
- Ability to critically analyse and reflect on course content (as outlined above)
- 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), and a conclusion
- Ability to appropriately and ethically cite academic and non-academic sources
Assessment 3: Open Book Take-home Test
Length: 3 x 400-500 word mini-essay
Weighting: 20%
Due Date: Tuesday 10 June
Submit online via Turnitin

This is an open book take-home test. Each student will write 3 x 400-500 word mini essays focused on key issues and questions we cover over the semester. We will brainstorm possible topics in tutorials, and 3 questions will be posted in the final lecture on Monday 2 June. You will need to use academic referencing, and include a bibliography. In-text referencing is preferred. For a ‘how-to’, see http://www.lc.unsw.edu.au/onlib/ref.html

You will be assessed according to the following criteria:
- Ability to critically analyse and reflect on course content (as outlined above)
- 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), and a conclusion
- Ability to appropriately and ethically cite academic and non-academic sources

Late Submission

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.
If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive 0 marks. Late work will not receive detailed feedback.

Extension Procedure

• A student seeking an extension should submit a SAM extension application form to the Course Authority before the due date.
• The Course Authority should respond to the request within two working days.
• The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
• A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
• This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
• For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/
Special Consideration
In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html
Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

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.

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.

Course schedule
Lectures: Red Centre Theatre (2pm-3pm) and Webster Theatre B (6pm-7pm)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Lecture &amp; tutorial Content</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>contemporary journalism</td>
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| Week 2: Media, democracy and the           | 10/3 | We will discuss models of democracy, the historical role of the journalist in Western      | Schultz, J. (1998), ‘Redefining the fourth estate’ in *Reviving The Fourth Estate: Democracy, Accountability and the Media*, Cambridge; Melbourne: Cambridge University Press  
| Fourth Estate                              |      |    democratic process, and the implications for contemporary global news media.            | (Download PDF via UNSW Library catalogue.)                                                                                                        |
|                                            |      |                                                                                            |                                                                                                                                                  |
| Week 3: The contemporary Australian        | 17/3 | We will discuss the changing landscape of news production and distribution in Australia,  | Tiffen, R (2014) ‘The Press’ pp 95-109 (textbook)                                                                                              |
| Australian news landscape                  |      |    and consider whether ‘the press’ is still the central to                                |                                                                                                                                                  |
|                                            |      |                                                                                            |                                                                                                                                                  |
|                                            |      |                                                                                            | (this is a long document, but please make an effort to at least skim for highlights prior to class)                                              |
| Week 4: Media policy and regulation | 24/3 | We will discuss the role media and policy and regulation plays in the current media landscape, and consider whether current models of regulation are appropriate in a convergent media space. | Cunningham, S (2014) Policy and regulation *(textbook)* pp73-91  
| Week 5: Media power & media ethics | 31/3 | We will examine classic media studies arguments regarding media power and media influence, and whether these arguments apply to current debates around media ethics. | Bowles, K (2014) ‘The ethics of privacy’ (pp 309-314), and Lumby, C (2014) Media ethics (pp 345-350) *(textbook)*  
| Week 6: Media audiences: produsers, prosumers and publics | 7/4 | We will consider the concepts of ‘the public’ and ‘the public sphere’, in relation to recent arguments regarding participatory media and the changing role of audiences. | Turnbull, S (2014) ‘Imagining the audience’ pp 59-72 *(textbook)*  
Rosen, J (2006) *The People Formerly Known as the Audience* |
<table>
<thead>
<tr>
<th>Week 7: Citizen journalism, data and surveillance</th>
<th>14/4</th>
<th>We will examine the changing role of journalism as it intersects with issues of privacy, surveillance and the use of social media platforms such as Twitter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNSW BREAK PG READING WEEK (wk 8)</td>
<td>19 April – 25 April (no classes) 28 April – 2 May (no classes)</td>
<td></td>
</tr>
<tr>
<td>Week 9: Public service broadcasting and public value</td>
<td>5/5</td>
<td>We will consider the contemporary global status of public service media organisations, in relation to a case study on the status the Australian Broadcasting Corporation within current political debate.</td>
</tr>
<tr>
<td>Burns, M (2014) ‘Public service broadcasting’ (pp327-332) (textbook)</td>
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| Week 12: Where to from here? Journalism futures. | 26/5 | We will reflect on recent changes in the mediasphere, and focus on the ways that the media professionals have adapted (and will continue to adapt) to the world of social media, media shut-downs, and media start-ups. | Mnookin, S., and Qu, H. (2013) Organise the noise: Tweeting live from the Boston Manhunt Nieman Report, Spring 2013 http://www.nieman.harvard.edu/reports/article/102885/Organize-the-Noise-Tweeting-Live-from-the-Boston-Manhunt.aspx


Week 13: Revision and take-home test preparation

We will revise key themes covered in this course, and workshop our own conclusions regarding contemporary journalistic standards, ethics, and the markers of quality journalism.

Please read through Crikey’s ‘Quality Journalism Project’ and the Reuters Institute’s ‘Definitions of Journalism’ before this class:


https://reutersinstitute.politics.ox.ac.uk/resources/definitions-of-journalism.html

Expected Resources for students

**Required reading:**

1) Textbook (available for purchase at the UNSW Bookstore):
Crows Nest: Allen & Unwin

2) Online readings (links posted in Moodle, and above)

**Recommended Reading:**

Books:

Useful peer-reviewed journals (access via UNSW Library):
*Media International Australia*
*Australian Journalism Review*
*Australian Journal of Communication*
Political Communication
Convergence: The International Journal of Research into New Media Technologies
Journalism

Online resources:
The UNSW Library
http://www.library.unsw.edu.au/

TV News database:

ABC’s Mediawatch Homepage:
http://www.abc.net.au/mediawatch/

ABC’s Mediawatch Resources (highly recommended):
http://www.abc.net.au/mediawatch/resources.htm

ANZCA.net: The Australia and New Zealand Communication Association website (with peer-reviewed conference papers, and useful links and resources):
http://www.anzca.net/

Claire Wardle.com: homepage of a journalism education academic who works with the BBC College of Journalism: http://clairewardle.com/

Communication Space: social network site for students and teachers of media and communication:
http://thecommunicationspace.com/


Cultures of Journalism: transcripts and audio from a series produced by ABC Radio National in 2004:
http://www.abc.net.au/rn/learning/lifelong/features/journalism/default.htm

Journalism Education Association of Australia (post-grad students receive discount membership):

http://www.j-learning.org/

J-Scribe.com: Australian journalism educator Julie Posetti’s blog:
http://www.j-scribe.com/

Knight Digital Media Centre (excellent tutorials and videos from the Berkley Graduate School of Journalism): http://multimedia.journalism.berkeley.edu/
Media140: “an independent organisation focusing on the future of social technologies and media communications in a world where technology is impacting the way we engage, create and share as consumers and business owners”: http://media140.com/en

Mumbrella: Australian media, entertainment and marketing news: http://mumbrella.com.au

Nieman Journalism Lab, Harvard: http://www.niemanlab.org/

OJR: The Online Journalism Review: http://www.ojr.org/

Produsage.org: research into User-Led Content creation: http://produsage.org/

Snurb.info – Media academic Axel Bruns’ blog: http://snurb.info/publications

The Walkley Foundation: Recognises excellence in journalism via the Walkley Awards: http://www.walkleys.com/home

**Course evaluation and development**

Student feedback for this course will be gathered via the online CATEI survey, and via an informal survey in week 6. Assessments and course content in this subject have been adjusted in response to previous student evaluations and feedback.