



Faculty of Arts
& Social Sciences

School of the Arts and Media

MDIA5000

Understanding Contemporary Media

Session 1, 2014

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Staff Contact Details

Position	Name	Email	Consultation times and location	Phone
Course Convener	Dr Kath Albury	k.albury@unsw.edu.au I will reply to all student emails during regular working hours (i.e. Mon-Fri, 9am-6pm). Please put 'MDIA5000' in the subject line of your email to make sure I don't miss it!	Tuesday 4-5pm, Wednesday 11am-12pm or by appointment. Location: Robert Webster Building Room 231F	9385 8533 Please note, email is my preferred mode of contact – you will get a much faster response!
Lecturer/tutor	TBC			

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.

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

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.

Details of what plagiarism is can be found on the Learning Centre's Website [Plagiarism & Academic Integrity website \(http://www.lc.unsw.edu.au/plagiarism\)](http://www.lc.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.

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)

Topic	Date	Lecture & tutorial Content	Required Readings
Week 1: Introduction: key issues in contemporary journalism	3/3	Introductions, assessments and overview of the course	Cunningham, S. and Turnbull, S. (2014) 'Introduction: The Media and Communications Today' pp1-12 (textbook)
Week 2: Media, democracy and the Fourth Estate	10/3	We will discuss models of democracy, the historical role of the journalist in Western democratic process, and the implications for contemporary global news media.	Schultz, J. (1998), 'Redefining the fourth estate' in <i>Reviving The Fourth Estate: Democracy, Accountability and the Media</i> , Cambridge; Melbourne: Cambridge University Press (Download PDF via UNSW Library catalogue.) 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. http://www.tandfonline.com/doi/full/10.1080/14616700500131950#.Utyxvf3Ohz8
Week 3: The contemporary Australian news landscape	17/3	We will discuss the changing landscape of news production and distribution in Australia, and consider whether 'the press' is still the central to	Tiffen, R (2014) 'The Press' pp 95-109 (textbook) O'Donnell, P., McKnight, D. and Estes J. (2012) <i>Journalism at the Speed of Bytes</i> , Sydney: Walkley Foundation for Excellence in Journalism. Available at http://www.walkleys.com/files/media/SpeedofBytes.pdf (this is a long document, but please make an effort to at least skim for highlights prior to class)

		Australian journalism (and its broader global context).	
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 Lumby, C. and Crawford, K. (2011), 'The Adaptive Moment: A fresh approach to convergent media in Australia,' <i>Journalism and Media Research Centre, UNSW</i> . Available for download at: http://jmrc.arts.unsw.edu.au/media/File/The_Adaptive_Moment_Convergent_media1.pdf Simons, M (2011) 'Simons: How the Fink nailed the media inquiry', <i>Crikey</i> , Available at http://www.crikey.com.au/2012/03/05/simons-how-the-fink-nailed-the-media-inquiry/
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) Herman, E. S. and Chomsky, N. (1994), 'A Propaganda Model' in <i>Manufacturing Consent</i> , London: Vintage, pp 1-35. http://msuweb.montclair.edu/~furrghj/chomskyhermanpropmodel.pdf
Week 6: Media audiences: producers, 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) Livingstone, S. (2005), 'On the relation between audiences and publics' in S. Livingstone (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) http://www.unsw.eplib.com.proxy0.library.unsw.edu.au/patron/FullRecord.aspx?p=283034& Rosen, J (2006) <i>The People Formerly Known as the Audience</i>

			http://archive.pressthink.org/2006/06/27/ppl_frmr.html
Week 7: Citizen journalism, data and surveillance	14/4	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.	<p>Bieber, C (2013) 'Lessons of the Leak: Wikileaks, Julian Assange, and the Changing Landscape of Media and Politics' in J. Hartley, J. Burgess, and A. Bruns (eds) (2013), <i>A Companion to New Media Dynamics</i>. London: Blackwell Publishing Ltd, pp 322-333 (full e-book access via UNSW Library http://onlinelibrary.wiley.com/book/10.1002/9781118321607;jsessionid=3E580416608CB6C725EC17141E5EA468.f04t04</p> <p>Lotan, G, Graeff, E, Ananny, M, Gaffney, D, Pearce, I and boyd, d (2011), 'The Revolutions Were Tweeted: Information Flows During the 2011 Tunisian and Egyptian Revolutions,' <i>International Journal of Communication</i>, vol. 5, pp 1375–1405 (Online) Available at: http://ijoc.org/ojs/index.php/ijoc/article/view/1246/613</p>
UNSW BREAK PG READING WEEK (wk 8)			<p>19 April – 25 April (no classes) 28 April – 2 May (no classes)</p>
Week 9: Public service broadcasting and public value	5/5	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.	<p>Burns, M (2014) 'Public service broadcasting' (pp327-332) (textbook)</p> <p>Chin, Y. C., (2012), 'Public service broadcasting, public interest and individual rights in China', <i>Media, Culture and Society</i> 34(7) pp 898-912 http://mcs.sagepub.com/content/34/7.toc</p> <p>Spigelman J (2013) 'The ABC and Australia's Media Landscape', <i>Media International Australia</i> No 146, February, pp 12-24 http://search.informit.com.au/documentSummary;dn=182288913833846;res=IELLCC</p>

<p>Week 10: News as infotainment? : changing news genres</p>	<p>12/5</p>	<p>We will examine and debate popular journalistic formats and genres (such as BuzzFeed's 'listicles') in relation to recent research on news infotainment and 'social news'.</p>	<p>Daniel, A., Flew, T. and Spurgeon, C (2009) 'User behaviours and intentions with digital news media in Australia'. In <i>Transforming Audiences 2; Creativity, Knowledge, Participation</i>, 3-4 September, 2009, University of Westminster, London. http://eprints.qut.edu.au/27376/</p> <p>Stockwell, S (2004) 'Reconsidering the Fourth Estate: the functions of infotainment', refereed paper presented at the Australian Political Studies Association, University of Adelaide, 29 September-1 October https://www.adelaide.edu.au/apsa/docs_papers/Others/Stockwell.pdf</p>
<p>Week 11: Local media, community media, and hyper-local media</p>	<p>19/5</p>	<p>We will look at the opportunities offered by local and hyperlocal journalism, with particular attention to the changing role of the journalist in hyperlocal media.</p>	<p>Richards, I., Chia, J. and Bowd, K. (2011), 'When communities communicate: rural media and social capital', <i>Australian Journalism Review</i>, vol. 33, no.1, pp.97-106. http://search.informit.com.au/documentSummary;dn=244236282676372;res=IELLCC</p> <p>Wallace, S. (2013) 'The complexities of convergence: Multiskilled journalists working in BBC regional multimedia newsrooms' <i>International Communication Gazette</i> 75(1): 99-117 http://gaz.sagepub.com/content/75/1.toc</p>
<p>Week 12: Where to from here? Journalism futures.</p>	<p>26/5</p>	<p>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.</p>	<p>Mnookin, S., and Qu, H. (2013) Organise the noise: Tweeting live from the Boston Manhunt <i>Nieman Report</i>, Spring 2013 http://www.nieman.harvard.edu/reports/article/102885/Organize-the-Noise-Tweeting-Live-from-the-Boston-Manhunt.aspx</p> <p>Simons, M (2013) http://www.sbs.com.au/news/article/2013/12/12/comment-medias-shutdowns-start-ups-and-opportunities-app-lenty</p> <p>Kennedy, C. and Baines D. (2010) 'An Education for Independence', <i>Journalism Practice</i> 4(1) pp 97-113 http://www.tandfonline.com/doi/pdf/10.1080/17512780903391912 (access via UNSW Library)</p>

Week 13: Revision and take-home test preparation	3/6	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: http://www.crikey.com.au/quality-in-journalism/ https://reutersinstitute.politics.ox.ac.uk/resources/definitions-of-journalism.html
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Expected Resources for students

Required reading:

- 1) Textbook (available for purchase at the UNSW Bookstore):
Cunningham, S. and Turnbull, S. (2014) *The Media and Communications in Australia (4th edition)*
Crows Nest: Allen & Unwin
- 2) Online readings (links posted in Moodle, and above)

Recommended Reading:

Books:

- Allan, S. (2010) *News Culture (3rd Edition)*, Berkshire: Open University Press
- Bainbridge, J., Goc, N., Tynan, L. (2011) *Media & Journalism: New Approaches to Theory and Practice (2nd Edition)*, South Melbourne: Oxford University Press
- Black, J. and Roberts, C. (2011) *Doing Ethics in Media: Theories and Practical Applications*, New York/Oxon: Routledge
- Curran, J. and Park, M. (eds)(2000) *De-Westernising Media Studies*, New York/Oxon: Routledge
- Devereux, E (2014) *Understanding The Media (3rd Edition)* London: Sage
- Livingstone, S. (ed) (2005) *Audiences and Publics: When cultural engagement matters for the public sphere*, Bristol: Intellect Books (full e-book access via UNSW Library)
- McNair, B (2006) *Cultural Chaos: Journalism, news and power in a globalised world*, New York/Oxon: Routledge
- McNair, B (2011) *An Introduction to Political Communication (5th Edition)* New York/Oxon: Routledge
- Hartley, J., Burgess, J. and Bruns, A. (eds) (2013), *A Companion to New Media Dynamics*. London: Blackwell Publishing Ltd (full e-book access via UNSW Library)
- Miekle, G. and Redden, G. (2011), *News online: transformations and continuities*, Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan

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:

<http://search.informit.com.au/titles;res=TVNEWS>

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://thecomunicationspace.com/>

Crikey Media: Australian media comment: <http://www.crikey.com.au/media/>

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://jeaa.org.au/index.htm>

J-Learning.org: Your How-To site for Community Journalism, created by J-Lab: The Institute for Interactive Journalism: (<http://www.J-Lab.org>)

<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/>

Prodsusage.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.