Faculty of Arts and Social Sciences

School of the Arts and Media

MDIA5000

Understanding Contemporary Media

Session 1, 2016

UNSW Course Outline

Staff Contact Details

Position	Name	Email	Availability	Location
Course Authority	A/Prof Katherine Albury	K.albury@unsw.edu.au	Monday 5-6pm, Tuesday 11am-12pm	Room 231F, Robert Webster Building.
Lecturer	Mr. Chris Rodley	C.rodley@unsw.edu.au	Email for appointment.	TBC

School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster

Building Phone: 9385 4856

Email: 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.

• Timetable clash - If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the UNSW Arts & Social Sciences Permissible Timetable Clash Application form: https://www.arts.unsw.edu.au/ttclash/index.php

• Where practical, a student's attendance will be recorded. The procedure for recording attendance will be set out on the course Learning Management System (Moodle).

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without failure is made by Student Administration and Records.

• 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 For SAM Students

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: https://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.

Student learning outcomes:

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 & Rationale

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

How do Assessment Items link to Learning Outcomes?

Critical reading and writing exercise
You will:
- 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.

Research essay
You will:
- 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.

Seminar presentation
You will:
- 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 & Weighting	Length	Due date	Feedback
Critical reading and writing exercise (30%)	1500 words	24 March, 5pm	Written feedback via Turnitin.
Seminar presentation (20%)	5 minute individual presentation PLUS 500 word documentation	In class, May 2 & May 9 Documentation must be submitted by MIDDAY on the day of your presentation.	Verbal feedback in class Written feedback via Turnitin.
Research essay (50%)	2500 words	3 June, 5pm	Written feedback via Turnitin.

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

Assessment Details:

Assessment One: Critical reading, writing and research exercise
Length: 1500 words
Weighting: 30%
Due Date: Thursday 24 March, 5pm
Submit online via Turnitin

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 and identify the key arguments and themes. This tip-sheet from Harvard University contains great instructions to help you undertake a 'close reading' of your chosen text: http://writingcenter.fas.harvard.edu/pages/how-do-close-reading

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 their key arguments and themes.

5) Write a 1500 word essay summarising all three articles/chapters/blog posts you have chosen, comparing and contrasting the approaches and arguments. Your essay should have an introduction, a discussion, a conclusion, and a list of references.

You will need to use Harvard (ie in-text) referencing, and include a reference list at the end of your essay. For a 'how-to', see https://student.unsw.edu.au/harvard-referencing.

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:
1) Identify the main 'problem', 'issue' or 'theme' that all three of your chosen articles are addressing (ie the role of journalists in democracies).
2) Identify the key *assumptions* in the articles you are discussing (ie two of your articles may assume the reader agrees that journalists should always play a Fourth Estate/watchdog role, while the third may argue that journalist's have a fundamental obligation to protect national security, no matter what).
3) Test the quality of *evidence* you have been offered: i.e. is it accurate? Is it precise? What leads you to trust or distrust the evidence in your chosen articles? Does it exclude or dismiss other perspectives in order to reach a particular conclusion? (Note – this doesn't necessarily mean the information is 'wrong').

4) Demonstrate your own *reasoning* in relation to the three articles. Identify and discuss the particular implications or conclusions of the perspectives you have explored. How are the three articles similar? How do they differ? (Note – for the purposes of this course, it's fine to use 'I'/first person in your essays).

Do you want to know more about critical thinking? Additional resources can be found here:
https://student.unsw.edu.au/critical-thinking

Good general tips for verifying web sources:
Scott Rosenberg, "In the Context of Web Context: How to Check Out Any Web Page," *Wordyard Blog*, September 14, 2010, http://www.wordyard.com/2010/09/14/in-the-context-of-web-context-how-to-check-out-any-web-page/

Additional tips on writing a compare-and-contrast essay.

Please note, these guidelines assume you are comparing two articles (ie A and B), not three (ie A, B and C). They are still valid:

in a compare-and-contrast, the thesis [that is, your central argument] depends on how the two things you've chosen to compare actually relate to one another. Do they extend, corroborate, complicate, contradict, correct, or debate one another? In the most common compare-and-contrast paper—one focusing on differences—you can indicate the precise relationship between A and B by using the word "whereas" in your thesis:

Whereas Camus perceives ideology as secondary to the need to address a specific historical moment of colonialism, Fanon perceives a revolutionary ideology as the impetus to reshape Algeria's history in a direction toward independence.

Whether your paper focuses primarily on difference or similarity, you need to make the relationship between A and B clear in your thesis. This relationship is at the heart of any compare-and-contrast paper. (http://writingcenter.fas.harvard.edu/pages/how-write-comparative-analysis).

Assessment Two: Seminar presentation
Length: 5 minute in class presentation plus 500 word documentation
Weighting: 20%
Due Date: In class
Submit a Word document or pdf online via Turnitin by 9am on the day of your presentation

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 social media editor for The *Sydney Morning Herald*, or a video producer for *Buzzfeed*. 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.

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 mini-essay, 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 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 3% per day will apply until the summary is submitted (unless you have been approved for Special Consideration).

Assessment Three: Research Essay
Length: 2500 words
Weighting: 50%
Due Date: 9am Friday 3 June
Submit online via Turnitin
Length: 2500 words

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), a conclusion, and references.
- Ability to appropriately and ethically cite academic and non-academic sources

Essay question:
According to Harvard University's Nieman Journalism fellow, Joshua Benton, the New York Times' leaked 2014 Innovation report was "one of the key documents of this media age" (Benton 2014). Considering Benton's statement in the broader context of this course, why do you think he makes this assertion? Which elements of the Innovation report are most relevant to your current interests and/or future career plans? Of these, which element is likely to be most important in your professional context. Why?

Tips for structuring your essay:

1) Read and analyse Benton's article (and the report itself) carefully. You should also read as much related academic and professional commentary as you can find (including peer-reviewed journal articles). Using this material as supporting evidence, explain why Benson says this report is a 'key document'.

2) Briefly describe/define your current interests and/or future career plans (as outlined in your seminar presentation).

3) 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 2. For example, if you want to work as a social media editor for *The Sydney Morning Herald*, you might focus on changing business models for newspapers, the move to repackage 'old' media content in new formats and the impact of 'end of the homepage' as readers share news via social media.

4) 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 scholarly references and other evidence to support your assertions and arguments.

5) 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 explain the importance of this concept in an interview for your dream media job?

Reference: Benton, J (2014) The leaked *New York Times* innovation report is one of the key documents of this media age. *Nieman Lab.* Available at: http://www.niemanlab.org/2014/05/the-leaked-new-york-times-innovation-report-is-one-of-the-key-documents-of-this-media-age/ (accessed February 17, 2016).

Harvard referencing is essential for this essay.

Submission of Assessment Tasks

Students are expected to put their **names** and **student numbers** on **every page** of their assignments. 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. 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 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 a mark of 0. For more information on submission of late work, consult the SAM assessment protocols at
https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

Extension Procedure

  • A student seeking an extension should submit a SAM extension application form (found in
  Forms on SAM website) to the Course Authority before the due date.
  • The Course Authority should respond to the request within two working days of the request.
  • 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.
  • 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.
  • A student who misses an assessed activity held within class contact hours should apply
  for Special Consideration via myUNSW.
  • For more information, see the SAM 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://student.unsw.edu.au/special-consideration

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

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.

Details of what plagiarism is can be found on the Learning Centre's Website Plagiarism & Academic Integrity website (http://www.lc.unsw.edu.au/academic-integrity-plagiarism), in the myUNSW student A-Z: Guide https://student.unsw.edu.au/plagiarism and in Appendix A of the Student Misconduct Procedure (pdf- https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

It is not permissible to buy essay/writing services from third parties as the use of such services constitutes plagiarism because it involves using the words or ideas of others and passing them off as your own. Further, it is not permissible to sell copies of lecture or tutorial notes as you do not own the rights to this

intellectual property.

If you breach the *Student Code* with respect to academic integrity the University may take disciplinary action under the *Student Misconduct Procedure* (see above).

The Learning Centre also provides substantial educational 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.

Course schedule
This course is made up of 3 blocks:
Block 1 = Contemporary media history and context
Block 2 = The challenges and opportunities of globalised digital media
Block 3 = What's next?: understanding media innovation

BLOCK ONE: Contemporary media history and context

Week 1 (29 Feb/1 March)
Introduction: understanding contemporary media and journalism
Essential reading:

Cunningham, S and Turnbull, S (2014) Introduction: The Media and Communications Today. in Cunningham, S & Turnbull, S (eds) *The Media and Communications in Australia [4th edition].* Sydney: Allen & Unwin, pp1-12.

Rosen, J (2014) 'How to be literate on what's changing journalism. *Press Think* Available at: http://pressthink.org/2014/11/how-to-be-literate-in-whats-changing-journalism/
(accessed 15 February, 2016).

Kennedy, C. and Baines D. (2010) An Education for Independence. *Journalism Practice* 4(1):97-113.

Week 2 (7/8 March)
Media, democracy and the Fourth Estate
Essential reading:

Schultz, J (1998) 'Redefining the fourth estate' in *Reviving The Fourth Estate: Democracy, Accountability and the Media,* 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. *Journalism Studies* 6(3): 331-345.

Hanitzsch, T (2011) Populist disseminators, detached watchdogs, critical change agents and opportunist facilitators: Professional milieus, the journalistic field and autonomy in 18 countries. *International Communication Gazette* (73:6): 477-494

Shapiro, I., (2014) Why democracies need a functional definition of journalism now more than ever. *Journalism Studies.* 15(5): 555-565.

Week 3 (14/15 March)

From 'the press' to global digital media – changing business models, and the impact on media industries

Essential Readings:

Tiffen, R (2014) The Press. in Cunningham, S & Turnbull, S (eds) *The Media and Communications in Australia [4th edition].* Sydney: Allen & Unwin, pp 95-109.

Siles, I, and Boczkowski, P (2012) Making sense of the newspaper crisis: A critical assessment of existing research and an agenda for future work. *New Media & Society* 14(8): 1375-1394.

Hassid, J and Repnikova, M (2015) Why Chinese print journalists embrace the Internet? *Journalism* Published online before print doi: 10.1177/1464884915592405

Week 4 (21/22 March)

Media & the State: policy and regulation

Essential readings:

Cunningham, S (2014) Policy and Regulation in Cunningham, S & Turnbull, S (eds) *The Media and Communications in Australia [4th edition].* Sydney: Allen & Unwin, pp73-91

Puppis, M (2008) National Media Regulation in the Era of Free Trade: The Role of Global Media Governance, *European Journal of Communication* 23(4): 405-424.

Flew, T (2012) *The Convergent Media Policy Moment.* Institute for Culture and Society, University of Western Sydney. [Working Paper] http://eprints.qut.edu.au/53879/.

CRITICAL READING & WRITING ESSAY DUE THURSDAY 24 MARCH, 5pm

WE HAVE A 2 WEEK BREAK:
EASTER 25 March- 4 April
PG Reading Week (Week 5) 4-8 April

BLOCK TWO: The challenges & opportunities of globalised digital media

Week 6 (11/12 April)

Understanding audiences: publics, citizens, consumers, prosumers

Essential Reading:

Turnbull, S (2014) Imagining the audience. in Cunningham, S & Turnbull, S (eds) *The Media and Communications in Australia [4th edition].* Sydney: Allen & Unwin pp 59-72.

Livingstone, S (2005) On the relation between audiences and publics. in Livingstone, S (ed), *Audiences and Publics: When cultural engagement matters for the public sphere*, Bristol: Intellect Books, pp17-42. (full e-book access via UNSW Library)

Rosen, J. (2006) The People Formerly Known as the Audiences… *PressThink.* Available at http://archive.pressthink.org/2006/06/27/ppl_frmr.html (accessed 15 February, 2016).

Week 7 (18/19 April)

Digital media ethics

Essential reading:

Bowles, K (2014) The ethics of privacy. in Cunningham, S & Turnbull, S (eds) *The Media and Communications in Australia [4th edition].* Sydney: Allen & Unwin, pp 309-314.

Lasorsa, D L, Lewis, S C and Holton, A E (2012). Normalizing Twitter: Journalism practice in an emerging communication space. *Journalism Studies* 13(1):19-36.

McBride, K. (2014) Buzzfeed Reporter's Use of Tweets Stirs Controversy'. *Poynter.* Available at: http://www.poynter.org/2014/buzzfeed-reporters-use-of-tweets-stirs-controversy/243413/ (accessed 15 February, 2016).

Week 8 (25/26 April)

PLEASE NOTE, DUE TO THE ANZAC DAY PUBLIC HOLIDAY, THIS WEEK'S SEMINARS WILL BE ONLINE ONLY. YOU DO NOT NEED TO ATTEND CLASS ON CAMPUS.

Wikileaks: journalism, national security, and investigative reporting.

Essential Reading:

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) *A Companion to New Media Dynamics.* London: Blackwell Publishing Ltd, pp 322-333 Full e-book access via UNSW Library

Lynch, L. (2010) 'We're Going To Crack The World Open: Wikileaks and the future of investigative reporting', *Journalism Practice*, 4:3: 309-318

Farrell, P (2016) The AFP and me: how one of my asylum stories sparked a 200-page investigation. *The Guardian* Available at: http://www.theguardian.com/media/2016/feb/12/the-afp-and-me-how-one-of-my-asylum-stories-sparked-a-200-page-police-investigation (accessed 15 February, 2016).

Week 9 (2/3 May)

Social news?: changing news genres

Essential Readings:

Hermida, A, Fletcher,F, Korell D and Logan, D. (2012) SHARE, LIKE, RECOMMEND*, Journalism Studies*, (13:5-6): 815-824

Tandoc, EC and Jenkins, J (2015) The Buzzfeedication of journalism? How traditional news organizations are talking about a new entrant to the journalistic field will surprise you!. *Journalism*, Published online before print, doi: 10.1177/1464884915620269

Cresci, E (2014) 21 things you need to know about Buzzfeed's success. *The Guardian*.Available at: *http://www.theguardian.com/media/2014/aug/11/21-things-you-need-to-know-about-buzzfeeds-success?CMP=twt_gu* (accessed 15 February, 2016).

BLOCK THREE: Understanding Media Innovation

Week 10 (9/10 May) CLASS PRESENTATIONS WEEK ONE

What counts as media innovation and why does it matter?

Essential Reading:

Benton, J (2014) The leaked *New York Times* innovation report is one of the key documents of this media age, *Nieman Lab* Available at: http://www.niemanlab.org/2014/05/the-leaked-new-york-times-innovation-report-is-one-of-the-key-documents-of-this-media-age/

(accessed 15 February, 2016).

Lindén, C.G., 2009. Focus on Growth: Innovation, the media and public interest. *Innovation Journalism*, *6*(3). http://www.innovationjournalism.org/archive/injo-6-3.pdf

Walkley Grants for Innovation Information pages. Available at: http://www.walkleys.com/innovation/ (accessed 15 February, 2016).

Week 11 (16/17 May) CLASS PRESENTATIONS WEEK TWO

New skills for innovation Part 1 – telling stories differently

Essential Reading:

Bakker, P (2014) Mr. Gates Returns: Curation, community management and other new roles for journalists. *Journalism Studies* 15(5): 596-606.

Bell, M (2016) Melissa Bell of Vox Media: "Give People the Start of Understanding" Available at: *Nieman Reports.* http://niemanreports.org/articles/melissa-bell-of-vox-media-give-people-the-start-of-understanding/ (accessed 15 February, 2016).

Clark, R P (2014) The Pyramid of Competence: what journalists need to know. *Poynter.* Available at: http://www.poynter.org/how-tos/journalism-education/251048/the-pyramid-of-journalism-competence-what-journalists-need-to-know/ (accessed 15 February, 2016).

Sacha, B. (2016) I watched 78 multimedia stories from visual journalists and what I learned will shock you. *Medium.* Available at: https://medium.com/@bobsacha/i-watched-78-multimedia-stories-from-visual-journalists-and-what-i-learned-will-shock-you-e8e498e059c2#.4xedaxqli (accessed 15 February, 2016).

Week 12 (23/24 May)

New skills for innovation Part 2 – collaboration & business skills

Essential Reading:

Schwalbe, CB, Silcock, BW and Candello, E, (2015) Gatecheckers at the Visual News Stream: A new model for classic gatekeeping theory. *Journalism Practice*, (ahead-of-print), http://www.tandfonline.com/doi/abs/10.1080/17512786.2015.1030133

(Please check out the Storyful website at this link: https://storyful.com/)

Rosen, J (2014) 'When to quit your journalism job' *PressThink*. Available at: http://pressthink.org/2014/12/when-to-quit-your-journalism-job/ (accessed 15 February, 2016).

Jarvis, J (2015) 'Untapped technologies' (extract), *Geeks Bearing Gifts. Medium* Available at: https://medium.com/geeks-bearing-gifts/untapped-technologies-883ef0f24e9f (accessed 15 February, 2016).

Rice, S. (2015) '10 Things I wish someone had told me about freelancing', *Medium*. Available at: https://medium.com/human-parts/10-things-i-wish-someone-had-told-me-about-freelancing-829b0ad2a866 (accessed 15 February, 2016).

Week 13 (30/31 May)

Conclusions and final essay troubleshooting

Essential Reading:

Hess, K (2013) Breaking Boundaries: recasting the "local" newspaper as "geo-social" news in the digital landscape', *Digital Journalism* 1(1): 48-63

Pearson, GD and Kosicki, GM, (2016) How Way-Finding is Challenging Gatekeeping in the Digital Age. *Journalism Studies*: 1-19.

Koski, O (2015) How Participatory Journalism Turns News Consumers into Collaborators, Available at: *Nieman Reports.* http://niemanreports.org/articles/how-participatory-journalism-turns-news-consumers-into-collaborators/ (accessed 15 February, 2016).

FINAL ESSAY DUE FRIDAY JUNE 3, 5pm

Prescribed Resources (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 CATEI surveys, and via informal student surveys at the end of each teaching block. Survey data will inform the future refinement of course content and assessment tasks.