



Faculty of Arts  
& Social Sciences

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**School of the Arts and Media**

**MDIA5000**

**Understanding Contemporary Media**

**Session 1, 2015**

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## Staff Contact Details

Position	Name	Email	Consultation times and location	Phone
Course Convener	A/Prof Kath Albury	<a href="mailto:k.albury@unsw.edu.au">k.albury@unsw.edu.au</a> Note: I reply to emails during regular working hours ONLY (i.e. Mon-Fri, 9am-5.30pm). <b>Please put 'MDIA5000' in the subject line of your email to make sure I don't miss it!</b>	Monday 4.30-5.30 pm, Tuesday 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			

## 1. School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster Building

Phone: 9385 4856

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

## 2. Attendance Requirements

- A student is expected to attend all class contact hours (ie lectures AND tutorials).
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority (Kath Albury). The application should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- A Course Authority may excuse a student from classes for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure.
- For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

## 3. Essential Information For FASS/SAM Students

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

### Credit Points:

6 credit points
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### 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**

MDIA5000 is a cognate course for the Master of Journalism and Communication as well as the Master of PR and Advertising, and is aimed at enabling 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. This is a SAM requirement.**

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 20 March
2a. Research Essay workplan	500 words	5%	1,3,4	1,2,3	Monday 20 April (in class)
2b. Research Essay	2500 words	45%	1,2,3,4	1,2,3	Friday 8 May
3. Take-home test	1200-1500 words	20%	1,2,3,4	1,2,3	Tuesday 9 June

### Assessment Details

**Assessment 1:** Critical reading, writing and research exercise

**Length:** 1500 words

**Weighting:** 30%

**Due Date:** Friday 20 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 2-5; i.e. media as the Fourth Estate, the contemporary news landscape, media policy and regulation or digital media ethics.

**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 plan**

**Length:** 500-800 words (the word count is less important than completing all criteria successfully)

**Weighting:** 5%

**Due Date:** Monday 20 April

**Submit in class**

**FIRST: Read the essay question (Assessment 2b) and carefully consider your answer. This will take time!  
THEN draft your essay plan, which should include the following elements:**

**1) A 3 – 5 sentence opening statement that includes the following:**

- a) An explanation as to why Benton claims that the *New York Times* Innovation Report is 'key document';
- b) your chosen 'top three' elements;
- c) why these elements are relevant to **your** current and/or future professional context.
- d) A list of 3-5 relevant references

**2) 3 short paragraphs outlining the top three elements you have chosen:**

- a) Each paragraph should contain 3-5 sentences outlining your **arguments** plus the **evidence** you will use to support them; followed by
- b) A list of 3-5 relevant references

**3) A final paragraph (3-5 sentences)**

- a) identifying the element you have decided is **most important**, and briefly stating how you will apply your learning; followed by
- b) A list of 3-5 relevant references

**Marking criteria:**

**Your essay plan MUST be submitted in class. If you do not attend class, you will receive a mark of 0. The plan will be marked out of 5, according to the following criteria**

**0-1** Essay plan is not submitted, or the essay plan is too short, is missing essential elements, and/or doesn't include at least 6 **appropriate** scholarly and non-scholarly references.

**2-3** The **main** definitions and central topic of the essay are clear and easy to understand, but there are vague or unclear sections, and/or it contains fewer than 9 **appropriate** scholarly and non-scholarly references.

**4-5** All definitions and topic of the essay are clear and easy to understand, and 9-12 **appropriate** scholarly and non-scholarly references have been included.

**Assessment 2b: Research Essay**

**Length:** 2500 words

**Weighting:** 45%

**Due Date:** Friday 8 May

**Submit online via Turnitin**

*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) Identify and describe** three elements of the report that are most relevant to your current interests and/or future career plans. For example, 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.

**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 scholarly references and other 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 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*, <http://www.niemanlab.org/2014/05/the-leaked-new-york-times-innovation-report-is-one-of-the-key-documents-of-this-media-age/>

**In-text referencing essential for this essay.** 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 9 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 questions will be posted in the final lecture on Monday 1 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 FASS.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the FASS assessment protocols at <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

### Extension procedure

- A student seeking an extension should submit a SAM extension application form (found in Forms on SAM website) to the Course Authority (Kath Albury) 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.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: <https://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.

- **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).

Details of what plagiarism is can be found on the Student Information website (<https://student.unsw.edu.au/plagiarism>), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the Student Misconduct Procedure (pdf- <https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>).

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:** Webster Theatre A, Monday 6pm. **Tutorials:** Please check MyUNSW.

Topic	Date	Lecture & tutorial Content	Required Readings
Week 1: Introduction: key issues in contemporary media and journalism	2/3	Introductions, assessments and overview of the course	Cunningham, S. and Turnbull, S. (2014) 'Introduction: The Media and Communications Today' pp1-12 ( <b>textbook</b> )  Rosen, J (2014) 'How to be literate on what's changing journalism' <i>Press Think</i> <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>  Please browse Crikey's 'Quality Journalism Project' before this class: <a href="http://www.crikey.com.au/quality-in-journalism/">http://www.crikey.com.au/quality-in-journalism/</a>
Week 2: Media, democracy and the Fourth Estate	9/3	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. <a href="http://www.tandfonline.com/doi/full/10.1080/14616700500131950#.Utyxvf3Ohz8">http://www.tandfonline.com/doi/full/10.1080/14616700500131950#.Utyxvf3Ohz8</a>
Week 3: The contemporary news landscape	16/ 3	We will discuss the changing landscape (and business models) of news production and distribution in Australia and elsewhere.	Tiffen, R (2014) 'The Press' pp 95-109 ( <b>textbook</b> )  Benton, J. (2014) 'The leaked <i>New York Times</i> innovation report is one of the key documents of this media age', <i>Nieman Lab</i> , <a href="http://www.niemanlab.org/2014/05/the-leaked-new-york-times-innovation-report-is-one-of-the-key-documents-of-this-media-age/">http://www.niemanlab.org/2014/05/the-leaked-new-york-times-innovation-report-is-one-of-the-key-documents-of-this-media-age/</a>
Week 4: Media policy and regulation	23/ 3	We will discuss the role media and policy and regulation plays in the current media	Cunningham, S (2014) Policy and regulation ( <b>textbook</b> ) 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

		landscape, and consider whether current models of regulation are appropriate in a convergent media space.	for download at: <a href="http://jmrc.arts.unsw.edu.au/media/File/The_Adaptive_Moment_Convergent_media1.pdf">http://jmrc.arts.unsw.edu.au/media/File/The_Adaptive_Moment_Convergent_media1.pdf</a>  Simons, M (2011) 'Simons: How the Fink nailed the media inquiry', <i>Crikey</i> , Available at <a href="http://www.crikey.com.au/2012/03/05/simons-how-the-fink-nailed-the-media-inquiry/">http://www.crikey.com.au/2012/03/05/simons-how-the-fink-nailed-the-media-inquiry/</a>
Week 5: Digital media ethics	30/3	We will consider the ways that media convergence is impacting on contemporary journalistic codes of ethics.	Bowles, K (2014) 'The ethics of privacy' (pp 309-314), and Lumby, C (2014) Media ethics (pp 345-350) <b>(textbook)</b>  Burkell, J., Fortier, A., Wong, L. & Simpson, J. (2014): Facebook: public space, or private space? <i>Information, Communication &amp; Society</i> DOI: <a href="https://doi.org/10.1080/1369118X.2013.870591">10.1080/1369118X.2013.870591</a>
UNSW BREAK PG READING WEEK (Wk 6)			3 April – 10 April (no classes) 13 April – 17 April (no classes)
Week 7: Media audiences: producers, prosumers and publics	20/4	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 <b>(textbook)</b>  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) <a href="http://www.unsw.eplib.com.proxy0.library.unsw.edu.au/patron/FullRecord.aspx?p=283034&amp;">http://www.unsw.eplib.com.proxy0.library.unsw.edu.au/patron/FullRecord.aspx?p=283034&amp;</a>
Week 8: Public service broadcasting and public value	27/4	We will consider the contemporary global status of public service media organisations, in relation to a case study on the status the Australian Broadcasting	Burns, M (2014) 'Public service broadcasting' (pp327-332) <b>(textbook)</b>  Spigelman J. (2013) 'The ABC and Australia's Media Landscape', <i>Media International Australia</i> No 146, February, pp 12-24 <a href="http://search.informit.com.au/documentSummary;dn=182288913833846;res=IELLCC">http://search.informit.com.au/documentSummary;dn=182288913833846;res=IELLCC</a>  Flew, T. (2014) 'Mark Scott Talk at QUT' <i>Terry Flew</i> , <a href="http://terryflew.com/2014/08/mark-scott-talk-at-qut.html">http://terryflew.com/2014/08/mark-scott-talk-at-qut.html</a>

		Corporation	
Week 9: Journalism, national security, and investigative reporting.	4/5	We will examine the changing role of journalism as it intersects with issues of privacy, surveillance and national security in the 'post-Wikileaks' era.	<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 <a href="http://onlinelibrary.wiley.com/book/10.1002/9781118321607;jsessionid=3E580416608CB6C725EC17141E5EA468.f04t04">http://onlinelibrary.wiley.com/book/10.1002/9781118321607;jsessionid=3E580416608CB6C725EC17141E5EA468.f04t04</a></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, DOI: <a href="http://dx.doi.org/10.1080/17512781003640752">10.1080/17512781003640752</a></p>
Week 10: News as infotainment? : changing news genres	11/ 5	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>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. <a href="http://eprints.qut.edu.au/27376/">http://eprints.qut.edu.au/27376/</a></p> <p>Cresci, E (2014) '21 things you need to know about BuzzFeed's success'. <i>The Guardian</i>. <a href="http://www.theguardian.com/media/2014/aug/11/21-things-you-need-to-know-about-buzzfeeds-success?CMP=tw_t_gu">http://www.theguardian.com/media/2014/aug/11/21-things-you-need-to-know-about-buzzfeeds-success?CMP=tw_t_gu</a></p> <p>Gupta, P (2014) 'The media's moral centre: How John Oliver become the sheriff of cable news' wild west', <i>Salon</i>. <a href="http://www.salon.com/2014/06/23/the_medias_moral_center_how_john_oliver_became_the_sheriff_of_cable_news_wild_west/?utm_source=facebook&amp;utm_medium=social_flow">http://www.salon.com/2014/06/23/the_medias_moral_center_how_john_oliver_became_the_sheriff_of_cable_news_wild_west/?utm_source=facebook&amp;utm_medium=social_flow</a></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. <a href="http://search.informit.com.au/documentSummary;dn=244236282676372;res=IELLCC">http://search.informit.com.au/documentSummary;dn=244236282676372;res=IELLCC</a></p> <p>Kristy Hess (2013) 'Breaking Boundaries: recasting the "local" newspaper as "geo-social" news in the digital landscape', <i>Digital Journalism</i>, 1:1, 48-63, DOI: 10.1080/21670811.2012.714933</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>Wallace, S. (2013) 'The complexities of convergence: Multiskilled journalists working in BBC regional multimedia newsrooms' <i>International Communication Gazette</i> 75(1): 99-117 <a href="http://gaz.sagepub.com/content/75/1.toc">http://gaz.sagepub.com/content/75/1.toc</a></p> <p>Kennedy, C. and Baines D. (2010) 'An Education for Independence', <i>Journalism Practice</i> 4(1) pp 97-113 <a href="http://www.tandfonline.com/doi/pdf/10.1080/17512780903391912">http://www.tandfonline.com/doi/pdf/10.1080/17512780903391912</a> (access via UNSW Library)</p> <p>Rice, S. (2015) '10 Things I wish someone had told me about freelancing', <i>Medium</i>. <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></p>
<p>Week 13: Revision and take-home test preparation</p>	<p>3/6</p>	<p>We will revise key themes covered in this course, and workshop our own conclusions regarding contemporary journalism, technological change, ethics, and business models.</p>	<p>Jarvis, J (2015) 'Untapped technologies' (extract), <i>Geeks Bearing Gifts</i>. <i>Medium</i> <a href="https://medium.com/geeks-bearing-gifts/untapped-technologies-883ef0f24e9f">https://medium.com/geeks-bearing-gifts/untapped-technologies-883ef0f24e9f</a></p> <p>Rosen, J (2014) 'When to quit your journalism job' <i>PressThink</i>. <a href="http://pressthink.org/2014/12/when-to-quit-your-journalism-job/">http://pressthink.org/2014/12/when-to-quit-your-journalism-job/</a></p>

### **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 (4<sup>th</sup> edition)*

Crows Nest: Allen & Unwin

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

### **Course evaluation and development**

Student feedback for this course will be gathered via the online CATEI survey, and via an informal survey in week 5. Assessments and course content in this subject have been adjusted in response to previous student evaluations and feedback.