# MDIA3010

Professional Media Practices: Creating, Publishing and Publicising Digital Journalism

Term One  //  2019

# Course Overview

## Staff Contact Details

### Convenors

| Name | Email | Availability | Location | Phone |
|------|-------|--------------|----------|-------|
| Peter White | prr.white@unsw.edu.au | office hours: 3.00 pm - 4.00 pm Wednesdays (please email to make an appointment) | Robert Webster - rm 311F | |

## School Contact Information

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

# Course Details

## Credit Points 6

## Summary of the Course

In this course you will hone work-ready skills associated with commissioning, researching, creating, editing, publishing and publicising digital journalism in the real world context of a live online publication. You will develop your ability to meet deadlines as you produce, edit and/or layout publishable multi-media packages (words, images, audio, video) for delivery on the online publication. At the same time you will develop skills associated with social-media engagements around the online publication - e.g. publicising the site's content via Twitter, Facebook and similar platforms; managing reader comments on content; tracking hits on the online publication site via data analytics; managing search engine optimisation (SEO) for published items; and so on. The course will provide you with the opportunity to enhance your own portfolio, to be mentored by a media professional, to participate in a media-practice based community and to establish all-important media industry contacts.

## Course Learning Outcomes

1. Formulate digital journalism story ideas and evaluate their ""newsworthiness/publishability"", given particular topic areas and intended audiences.
2. Plan, research, create, edit and layout publishable multi-media digital journalism.
3. Work collaboratively, ethically and in accordance with media law to create, edit, publish and publicise digital journalism.
4. Publicise digital journalism on social media platforms, use data analytics to track hits on published material, manage reader comments and manage search engine optimisation of a publication site.

## Teaching Strategies

The course will be conducted as 3-hour seminars during which students will develop digital journalism projects for potential publication, collaboratively sub-edit/review classmates' content, design webpages for the delivery of content, and, in cases where work has been published, manage and monitor its uptake on social media.

Each seminar will essentially be a digital journalism ""clinic"". Teaching will primarily take the form of (1) a continuous process of sub-editorial-style feedback/guidance by the tutor (an industry professional) in the role of editor and (2) the collaborative reviewing by students of each other's work.

This approach is designed to develop towards work-readiness the basic digital journalism skills students have acquired through previous core courses. It will provide them with the opportunity to apply these skills in a ""real world"" setting, where they will be mentored by an industry professional.

# Assessment

## Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---|---|---|---|
| Story Development Reporting | 20% | Not Applicable | 1,3 |
| Content Creation Packages | 50% | Not Applicable | 1,2,3 |
| Publication and Publicity Tasks | 30% | Not Applicable | 1,2,3,4 |

## Assessment Details

### Assessment 1: Story Development Reporting

**Start date:** Not Applicable

**Details:** 1600 words.Marked in relation to a prepared rubric, with additional written feedback provided.

### Assessment 2: Content Creation Packages

**Start date:** Not Applicable

**Length:** 3000+ words (equivalent)

**Details:** 1800 words.This is the final assessment task for attendance purposes.Marked in relation to a prepared rubric, with additional written feedback provided.

### Assessment 3: Publication and Publicity Tasks

**Start date:** Not Applicable

**Length:** 3000+ words (equivalent)

**Details:** 1600 words.Marked in relation to a prepared rubric, with additional written feedback provided.

## Attendance Requirements

There are no lectures. You must attend the seminar/clinic each week

# Course Schedule

[View class timetable](#)

## Timetable

| Date | Type | Content |
|------|------|---------|
| Week 1: 18 February - 24 February | Seminar | [PLEASE NOTE THAT THE MATERIAL PROVIDED IN THIS AND FOLLOWING SECTIONS IS ENTIRELY PROVISIONAL - SUBJECT TO CHANGE AS THE SEMESTER UNFOLDS]<br><br>Introduction to the course<br><br>Story selection: justifying assessments of newsworthiness/interest-value (working with publication candidates from previous journalism-strand courses)<br><br>Preliminary thoughts on promising topic areas for story development (topics not covered, topics poorly covered, topics not covered in suffcient depth, etc.) |
| Week 2: 25 February - 3 March | Seminar | Story idea brainstorming<br><br>Preliminary story idea pitches<br><br>Sussing out some of our competition - reviewing the online publications of other university journalism departments, Australia and international |
| Week 3: 4 March - 10 March | Seminar | **Sub-editing skills**<br><br>1. Copy editing<br><br>2. Headline, kicker/stand-first, cross-head writing<br><br>3. Basic image management and selection for digital/mobile distribution<br><br>4. Wrangling the CMS (Content Management/Publication System)<br><br>(*Weekly review of newsworthy/attention-worthy developments in curent affairs, arts-&-entertainment, culture-&-society*) |

| | | *(Weekly review of recent exemplary digital journalism)* |
|---|---|---|
| Week 4: 11 March - 17 March | Seminar | (1st story package due for delivery this week)<br><br>Digital journalism and social-media engagement<br><br>1. Data analytics<br><br>2. Search Engine Optimisation<br><br>4. The Facebook newsfeed algorithm<br><br>5. Facebook "instant articles"<br><br>*(Weekly review of newsworthy/attention-worthy developments in curent affairs, arts-&-entertainment, culture-&-society)*<br><br>*(Weekly review of recent exemplary digital journalism)* |
| Week 5: 18 March - 24 March | Seminar | **Data journalism and data visualisation fundamentals**<br><br>1. data discovery<br><br>2. data interrogation<br><br>3. data visualisations<br><br>4. data mashing<br><br>*(Weekly review of newsworthy/attention-worthy developments in curent affairs, arts-&-entertainment, culture-&-society)*<br><br>*(Weekly review of recent exemplary digital journalism)* |
| Week 6: 25 March - 31 March | | Easter Break |
| Week 7: 1 April - 7 April | Seminar | Review of  1st story package<br><br>Subbing your classmates' copy - towards publication-standard benchmarks<br><br>*(Weekly review of newsworthy/attention-worthy developments in curent affairs, arts-&-entertainment, culture-&-society)*<br><br>*(Weekly review of recent exemplary digital journalism)* |

| Week 8: 8 April - 14 April | Seminar | **Story package 2**<br><br>Story idea brainstorming<br><br>Preliminary research - identifying lines of investigation; potential angles<br><br>Prelimnary story idea pitches<br><br>(*Weekly review of newsworthy/attention-worthy developments in curent affairs, arts-&-entertainment, culture-&-society*)<br><br>(*Weekly review of recent exemplary digital journalism*) |
|---|---|---|
| Week 9: 15 April - 21 April | Seminar | No seminar this week - break for Anzac Day (that's why we started in week 1) |
| Week 10: 22 April - 28 April | Seminar | Story package 2 - pitching<br><br>(*Weekly review of newsworthy/attention-worthy developments in curent affairs, arts-&-entertainment, culture-&-society*)<br><br>(*Weekly review of recent exemplary digital journalism*) |
| Week 11: 29 April - 1 May | Seminar | (Second story package due this week)<br><br>**Managing reader engagement**<br><br>1. Reader comments -  the role of moderator<br><br>2. A/B testing<br><br>3. Tweaking headlines and leads<br><br>4. Issues around "click bait"<br><br>**More on data analytics**<br><br>1. Tracking our competitors'  (publications by other journalism schools) social media uptake; search engine optimisation<br><br>(*Weekly review of newsworthy/attention-worthy developments in curent affairs, arts-&-entertainment, culture-&-society*)<br><br>(*Weekly review of recent exemplary digital journalism*) |

# Resources

## Prescribed Resources

No textbook for this course

## Recommended Resources

You will need to be reading/viewing/listning across a wide variety of journalism. Here are some suggestions.

Longform.org, medium.com, theconversation.com, the huffington post, The Guardian
Australia, Slate.com, etc. etc.
The Saturday Paper, Good Weekend and News Review, Spectrum and Traveler sections in the Sydney Morning Herald weekend edition
The Weekend Australian magazine;; Inquirer and Review in The Weekend Australian
Life and Leisure, Perspective in the Australian Financial Review weekend edition
The Monthly, Time, Newsweek, The Atlantic, The New Statesman, Wired, UTNE Reader, Mother Jones, Harper's Magazine, The New Yorker, etc., etc.
Marie Claire, Elle, GQ (and similar women's and men's monthly magazines); Rolling Stone (and other arts-and-entertainment mags and websites)
Four Corners; Sixty Minutes; Sunday (and other in-depth broadcast journalism)
Any of the excellent radio documentary programs available as podcasts on ABC Radio
National (http://www.abc.net.au/radionational/podcasts/program/) - e.g. Background Briefing,
Future Tense, The Health Report, The Science Show, Rear Vision; any of the mulltitude of podcasts available online
And so on

## Course Evaluation and Development

We actively evaluate this course and respond to student feedback wherever possible. Formal university evaluation surveys will be undertaken at the end of the semester. Feedback from students is welcome at any time - in person, by email, by letter.

# Submission of Assessment Tasks

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . 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, assessment tasks 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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

# 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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

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

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

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

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). 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 Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

## Image Credit

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