



MDIA3010

Professional Media Practices: Creating, Publishing and Publicising Digital Journalism

Term One // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Peter White	prr.white@unsw.edu.au	office hours: 2.00-3.00 pm Wednesdays (please email to make an appointment)	Robert Webster - rm 311F	

School Contact Information

School of the Arts and Media

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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

The course will be conducted as 4-hour seminars during which you will develop digital journalism projects for potential publication or broadcast, 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 you with the opportunity to apply these skills in a "real world" setting, where they will be mentored by an industry professional.

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
Portfolio of Tutorial Preparation and In-tutorial Production Tasks	20%	Not Applicable	1, 2, 3, 4
Media Content Preparation, Production and Publication Task 1	35%	Not Applicable	1, 2, 3, 4
Media Content Preparation, Production and Publication Task 2	45%	Not Applicable	1, 2, 3, 4

Assessment Details

Assessment 1: Portfolio of Tutorial Preparation and In-tutorial Production Tasks

Start date: Not Applicable

Details:

Individual

Portfolio of tutorial preparation and in-tutorial media content preparation, production and publication tasks

1600 words (equivalent).

Feedback via LMS

Additional details:

See course Moodle site for details.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Media Content Preparation, Production and Publication Task 1

Start date: Not Applicable

Details:

Individual

Students respond to a brief to conceive, research and produce a potentially publishable journalistic package (audio, video or print-style) on a currently newsworthy topic, as specified in the brief.

1800 words.

Feedback via LMS

Additional details:

See course Moodle site for details.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Media Content Preparation, Production and Publication Task 2

Start date: Not Applicable

Details:

Individual

Students respond to a brief to conceive, research and produce a potentially publishable journalistic package (audio, video or print-style) on a currently newsworthy topic, as specified in the brief.

1800 words (equivalent)

Feedback via LMS

Additional details:

See course Moodle site for details.

Turnitin setting: This is not a Turnitin assignment

Attendance Requirements

Attendance is required at all seminars (there are no lectures) - at a minimum of 80 percent.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 15 February - 19 February	Seminar	<p>[Please note the material provided below is provisional, subject to adjustment as the term unfolds. Refer to the course Moodle site for up-to-date information.]</p> <p>Introduction to the course</p> <p>Review of <i>Newsworthy</i> - range of articles, news values, design and layout issues, photo journalistic elements.</p> <p>Introduction to our content management platform - RebelMouse</p> <p>Introduction to the data analytics backend - tracking reader engagement</p> <p>The <i>Newsworthy</i> podcast</p> <p>Brainstorming - preliminary thoughts on promising topic areas for story development - profiles, personal reflections/observation, issues and trend features, explainers, opinion pieces, reviews, etc.</p>
Week 2: 22 February - 26 February	Seminar	<p>(provisional schedule, subject to revision as story development issues unfold)</p> <p>[<i>Weekly review of issues in local and international media coverage public affairs, social trends and popular culture.</i>]</p> <p>Preliminary story idea pitches</p> <p>In-class story development - preliminary background research, finding appropriate sources/talent etc</p> <p>Sussing out some of our competition - reviewing the online publications of other university journalism departments, Australia and international</p>

<p>Week 3: 1 March - 5 March</p>	<p>Seminar</p>	<p><i>[Weekly review of issues in local and international media coverage of public affairs, social trends and popular culture.]</i></p> <p>Managing a complex online publishing platform - wrangling the RebelMouse backend as a contributor and sub-editor</p> <p>Copy editing issues - how and what to correct/change when sub-editing; making cuts and rewriting; issues of style; ensuring 'clean' copy.; writing headlines, stand-firsts and cross-heads</p> <p>Story development update/report</p> <p>The <i>Newsworthy</i> podcast</p>
<p>Week 4: 8 March - 12 March</p>	<p>Seminar</p>	<p><i>[Weekly review of issues in local and international media coverage of public affairs, social trends and popular culture.]</i></p> <p>Social media engagement - promoting your own and/or other author's content</p> <p>Publishing content to Facebook and Instagram; Search Engine Optimisation; Tweeting your content</p> <p>Update on story development</p> <p>The <i>Newsworthy</i> podcast</p>
<p>Week 5: 15 March - 19 March</p>	<p>Seminar</p>	<p><i>[Weekly review of issues in local and international media coverage of public affairs, social trends and popular culture.]</i></p> <p>Digital content package (for assessment) - finalisation and submission clinic</p> <p>Search Engine Optimisation (basic skills)</p> <p>A/B testing</p> <p>The <i>Newsworthy</i> podcast</p>
<p>Week 6: 22 March - 26 March</p>		<p>Flex week - no seminar</p>
<p>Week 7: 29 March - 2 April</p>	<p>Seminar</p>	<p><i>[Weekly review of issues in local and international media coverage of public affairs, social trends and popular culture.]</i></p>

		<p>Review of digital content package(s) from earlier weeks</p> <p>Subbing and laying out your classmates' copy - towards publication-standard benchmarks</p> <p>Promoting <i>Newsworthy</i> content - in-class exercise</p> <p>Engaging a readership through online 'newsletters' (the <i>Newsworthy</i> newsletter)</p> <p>Digital content brainstorming - your next digital package</p>
Week 8: 5 April - 9 April	Seminar	<p>[<i>Weekly review of issues in local and international media coverage of public affairs, social trends and popular culture.</i>]</p> <p>Pitching your next digital content package</p> <p>Discussion of 'data' journalism, data visualisation and info graphics</p> <p>The <i>Newsworthy</i> 'newsletter'</p> <p>The <i>Newsworthy</i> podcast</p>
Week 9: 12 April - 16 April	Seminar	<p>[<i>Weekly review of issues in local and international media coverage of public affairs, social trends and popular culture.</i>]</p> <p>Finalisation of digital package - discussion and feedback on drafts/first cuts etc</p> <p>The <i>Newsworthy</i> podcast</p> <p>The <i>Newsworthy</i> newsletter</p> <p>Report on previous social-media promotion of <i>Newsworthy</i> content (Facebook, Instagram and SEO)</p>
Week 10: 19 April - 23 April	Seminar	<p>[<i>Weekly review of issues in local and international media coverage of public affairs, social trends and popular culture.</i>]</p> <p>TBA</p>

Resources

Prescribed Resources

No textbook for this course

Recommended Resources

You will need to be reading/viewing/listening 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, GQ (and similar women's and men's monthly magazines); Rolling Stone (and other arts-and-entertainment mags and websites)

Four Corners; Sixty Minutes (and other in-depth broadcast journalism)

Any of the excellent radio documentary programs available as podcasts on ABC Radio National (<https://www.abc.net.au/radio/podcasts/>) - e.g. Background Briefing, Future Tense, The Health Report, The Science Show, Rear Vision; any of the multitude 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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CRICOS

CRICOS Provider Code: 00098G

Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.