



MDIA3011

Communication Design: Multimodality, Meaning and Media

Term One // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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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

Communication design: multimodality, meaning, and media

Communication tends to be thought of and analysed in terms of specific modes such as 'writing', 'image', or 'sound', and these are very often analysed in isolation from each other. But communication is never as clear-cut as that. Something as seemingly-straightforward as 'writing' in fact has a visual component (how it looks), and a material component (what it is produced on and with). And we also communicate through many other modes - such as through the design of objects and buildings, the sorts of networks we create through digital media, or the actions we undertake in daily life. In this course, you will extend your understanding of communication by investigating underlying principles of communication design, the range of modes we communicate with, and the complex nature of all forms of communication. We will investigate particular modes in depth, and explore how they work together. You will develop research skills which allow you to critique and evaluate the design of multimodal communication, especially in terms of its contribution to contemporary society.

Course Learning Outcomes

1. Identify multimodal communication in terms of both innovative modes and the co-occurrence of modalities within one communicative form.
2. Collect, evaluate and analyse multimodal communication data.
3. Compare and critically evaluate theoretical frameworks used in the analysis of multimodal communication.
4. Design a rigorous and ethical multimodal communication research project, collect appropriate data and analyse the results through the sound application of theory.

Teaching Strategies

This course will be taught in seminar mode, with a balance between teacher- and student-led input. Time will be allocated for in-depth reading and discussion, and practical analysis of multimodal texts. There will also be a one-hour online component. This will be used for independent learning tasks and guided research-oriented activities. The course will give students a particularly strong base for further research, if they are considering going on to take an Honours year.

Assessment

Full details of the assessments will be on Moodle.

This course also has a 1 hour web component which will consist of course readings, with each student allocated a specific reading to report on to the class. These will not be assessed but are compulsory to complete this component.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Presentation and Written Report	40%	19/03/21 5PM OR 02/04/21 5PM	1, 2
Essay	60%	29/04/2021 05:00 PM	1, 2, 3, 4

Assessment Details

Assessment 1: Presentation and Written Report

Start date: Not Applicable

Details:

1000 words. Feedback via Turnitin.

Additional details:

Presentations will be in either Week 5 or Week 7, with final version of written report to be submitted by Friday 19 March for Week 5 presenters, or Friday 2nd April for Week 7 presenters. Your week will be allocated during the first seminar.

Full instructions will be on Moodle.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Essay

Details:

3000 words.

Feedback via turnitin.

Additional details:

Full details will be on Moodle.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Attendance Requirements

Students are required to attend 80% of classes and to be engaged in discussion as evidence of attendance.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 15 February - 19 February	Seminar	<p>Multimodality, communication and media.</p> <p>This week forms the foundation of the course: in what sense is communication 'designed'? Why study multimodal texts? What texts exactly will we study? How will we study them?</p> <p>Set reading: this is the minimum reading to do in preparation for each week and these will be available on Moodle. Please read <i>before</i> the seminar. Extensive and thorough reading will underpin your grasp of this course. I'll post lots of additional readings on the Moodle site and you can of course search for your own or ask me for specific recommendations, depending on the topic you choose to pursue.</p> <p>For the first week of the course, the readings are indicated here, on this course outline. All remaining readings will be indicated on the course website, on Moodle.</p> <ol style="list-style-type: none">1. Tønnessen, Elise Seip. (2018). Signifying intimate needs in public spaces. In C Mosbaek Johannessen and T van Leeuwen (Eds) <i>The materiality of writing: a trace-making perspective</i>. London: Routledge, 265-2822. Kress, G. and van Leeuwen, T. (2001). Multimodal discourse: the Modes and Media of Contemporary Communication. London: Arnold. [Chapter 1 only: Introduction, pp1-23]3. Kress, G. (2015). Design: the rhetorical work of shaping the semiotic world. In In A. Archer and E Breuer (Eds) <i>Multimodality in Writing: the state of the art in theory, methodology and pedagogy</i> pp131-152

		<p>Recommended</p> <p>4. van Leeuwen, T. (2011). Multimodality, in J. Simpson (Ed.), <i>The Routledge handbook of Applied Linguistics</i>, Routledge, London and New York, pp 668-682.</p>
	Online Activity	<p>This course also has a 1 hour web component which will consist of course readings, with each student allocated a specific reading to report on to the class. These will not be assessed but are compulsory to complete this component.</p> <p>In week 1 we will allocate which week and reading you will be doing.</p>
Week 2: 22 February - 26 February	Seminar	<p>Semiotic resources: <i>colour, sound, materiality ...</i></p> <p>Set reading: please see Moodle</p>
Week 3: 1 March - 5 March	Seminar	<p>Semiotic forms: <i>linguaging, imaging, writing...</i></p> <p>Set reading: please see Moodle</p>
Week 4: 8 March - 12 March	Seminar	<p>Semiotic complexes: <i>webs, books, buildings...</i></p> <p>Set reading: please see Moodle</p>
Week 5: 15 March - 19 March	Presentation	<p>Student-led presentations</p> <p>This forms the first part of your assessment. Your week will be allocated in Week 1. No additional reading this week.</p>
Week 6: 22 March - 26 March	Reading	<p>FLEX WEEK.</p> <p>There is no class this week. Use this time to get ahead on reading and assessment for the remainder of the course.</p>
Week 7: 29 March - 2 April	Presentation	<p>Student-led presentations</p> <p>This forms the first part of your assessment. Your week will be allocated in Week 1. No additional reading this week.</p>
Week 8: 5 April - 9 April	Seminar	<p>Guest presentation: tbc.</p> <p>Further details will be on Moodle.</p>
Week 9: 12 April - 16 April	Seminar	<p>Communication design: a case study of retail shopping</p> <p>Set Reading: please see Moodle.</p>
Week 10: 19 April - 23 April	Seminar	<p>Out in the real world: applying these concepts</p> <p>No set reading this week. Lots of optional reading to keep going with.</p>

Resources

Prescribed Resources

All the set and recommended readings will be available on the course website on Moodle.

Please do the readings *before* the seminar. They may or may not make sense but that's the point - we then get to explore them in further detail in the seminar. Extensive and thorough reading will underpin your grasp of this course.

I'll post lots of additional, optional readings on the Moodle site and you can of course search for your own or ask me for specific recommendations, depending on the topic you choose to pursue.

Recommended Resources

Course Evaluation and Development

I use a combination of formal and informal evaluation to monitor and improve this course. MDIA3011 was introduced in 2018, with a particularly positive response, especially to the real world applications and guest lecture. Some students indicated they wanted more clarity in some of the concepts, so in 2020 (it was not taught in 2019) I streamlined the topics. Of course in 2020 we did the great leap to online; mostly this went well but as 2021 is likely to contain its own surprises, I welcome your feedback at any point, either formally through course evaluation or informally through direct comment or email.

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

<https://commons.wikimedia.org/wiki/File%3ADoing-things-differently-mind-map-paul-foreman.png>

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.