



**UNSW**  
SYDNEY

Australia's  
Global  
University



## **MDIA5011**

Professional Media Practices: Creating, Publishing and Publicising Digital Journalism

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Dr. Kerrie Davies	k.davies@unsw.edu.au	by appointment	Robert Webster 311C	

### School Contact Information

Room 312, level 3 Robert Webster Building

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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.

### 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.

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 attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

### Academic Information

For essential student information relating to: 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 academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Course Details

### Credit Points 6

### Summary of the Course

In this Masters-level 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.

### At the conclusion of this course the student will be able to

1. Plan, research, create, edit and layout and publish multi-media digital journalism content.
2. Work collaboratively, ethically and in accordance with media law to create, edit, publish and publicise digital journalism.
3. Publicise digital journalism on social media platforms, use data analytics to track hits on published material, and manage search engine optimisation of a publication site.

### Teaching Strategies

The course will be conducted as 2-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 run as a "teaching hospital" in which students implement writing and research strategies learned in earlier core courses in the Master of Journalism and Communication program. Teaching will take the form of (1) a continuous process of sub-editorial-style feedback/guidance by the tutor and the editor of the EFOP (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

Please see course outline for pitch workshops and deadline dates. Pitches are 300 words and submitted separately to the final story.

Pitches comprise 5 % of the both Story Development 1 and Content Creation Task's final mark.

All assessment submissions will be via Moodle.

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Story Development Reporting	20%	09/09/2018 11:00 PM	2
Publication and Publicity Tasks	30%	07/10/2018 11:00 PM	1,2,3
Content Creation Packages	50%	28/10/2018 11:00 PM	1,2

## Assessment Details

### Assessment 1: Story Development Reporting

**Start date:** Not Applicable

**Length:** Pitch, Interview and News Story

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

#### Additional details:

This assignment comprises a pitch (5 % of total 20 %) submitted after discussed in the pitch workshop (300 words max), interview extract (700 words max) and news story submission (500 - 600 words).

**Submission notes:** 5 % pitch is included in this assessment

**Turnitin setting:** This is not a Turnitin assignment

### Assessment 2: Publication and Publicity Tasks

**Start date:**

**Length:** 500 words social media and audience plan; 500 - 1000 words 'explainer' or Podcast

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

#### Additional details:

This assessment comprises a social media and audience plan (500 words) AND one of the following publication elements:

'explainer' story complementing your news story (700 -1000) words and royalty free image or data visualisation

OR

a podcast derived from recorded interview quotes and narration of up to three minutes.

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 3: Content Creation Packages**

**Start date:**

**Length:** pitch 300 words; feature 1200 - 1500 words

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

**Additional details:**

This assignment comprises a pitch submission after the pitch is discussed in class ( 5 %, 300 words) and a 1200 - 1500 word feature or narrative news submitted on the due date.

The feature or narrative news can be extending the same topic as the story development news assessment 1 or a new topic drawn from justice, climate, future of work and Asia-Australia relations.

**Submission notes:** 5 % pitch is included in this assessment

**Turnitin setting:** This is not a Turnitin assignment

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## 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](mailto: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.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

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

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>



## 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>)

# Course Schedule

[View class timetable](#)

## Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Seminar	<p><b>Introduction to the Course and Writing Revision</b></p> <p>This week covers overview of assessments, the UNSW online student journalism publication, <i>Newsworthy</i> and review of news writing.</p> <p><b>Before Class Reading</b></p> <p>Kolodzy, J. (2013). Eight Elements of a News Story and How to Build it. <i>Practicing Convergence Journalism</i>. New York: Routledge, pp. 14 -27</p>
Week 2: 30 July - 5 August	Seminar	<p><b>Justice reporting</b> from covering criminal trials to social justice issues. Where to find justice stories and how to write them.</p> <p>In Class: Research a justice story idea for <i>Newsworthy</i></p> <p><b>Before Class Reading</b></p> <p>Gregory, P. (2009 [2005]). 'The Court System – an Overview' . <i>Court Reporting in Australia</i>. England, New York: Cambridge University Press, pp 5 -13.</p> <p>Gregory, P. (2009 [2005]). 'Contempt' <i>Court Reporting in Australia</i>. England, New York: Cambridge University Press, pp.41- 56.</p> <p>Downman, S. &amp; Ubayasiri, K. (2017). 'Best Practice Models for Reporting Human Rights'. <i>Journalism for Social Change in Asia</i>. London, UK: Palgrave MacMillan pp. 165 - 188 *Note this chapter contains references to assault and human trafficking.</p>

Week 3: 6 August - 12 August	Seminar	<p><b>Reporting International News &amp; Asia-Australia Relations</b></p> <p><b><i>Before Class Reading</i></b></p> <p>Williams, K (2011). 'Windows on the World International Journalism and the New Media'. <i>International Journalism</i>. Thousand Oaks, Cal: Sage. pp. 145 -167</p> <p><a href="#">ABC Asia Pacific News</a></p> <p>In Class: research an Asia-Australia story for <i>Newsworthy</i></p>
Week 4: 13 August - 19 August	Seminar	<p>Utilising Reports for Story Angles: The Future of Work</p> <p><b><i>Before class reading</i></b></p> <p>Manyiki, J. (2017). <a href="#">Technology, Jobs and the Future of Work</a>. McKinsey Global Institute.</p> <p>Harari, N.Y. (2017). 'Reboot for the AI Revolution', <i>Nature</i> 550 (7676), pp. 324–327</p> <p><b>In Class:</b></p> <p>Pitch Story Development Assessment Ideas with editor of <i>Newsworthy</i>, Connie Levett. Pitch (300 words, 5 % ) due 19 August 2018.</p>
Week 5: 20 August - 26 August		<p><b>Editing News in the Online Environment</b></p> <p><b><i>Before Class Reading</i></b></p> <p>Bull, A. ( 2010). 'Sub-editing, Search Engine Optimisation and Proof Reading'. <i>Multimedia Journalism A Practical Guide</i>. New York: Routledge, pp. 371-402.</p> <p>In Class: Editing story development 1 and SEO / analytics workshop for <i>Newsworthy</i>.</p>
Week 6: 27 August - 2 September	Seminar	<p><b>Reporting Climate and Environmental Issues</b></p> <p><b><i>Before Class Reading</i></b></p> <p>Painter, J. (2013). Reporting the Future. <i>Climate Change in the Media: Reporting Risk and Uncertainty</i>. London: I.B. Tauris / Reuters Institute for the Study of Journalism, University of Oxford, pp. 41 -56.</p>

		<p>Haddow, G. &amp; Haddow, K. (2013). Disaster Communication Audiences. <i>Disaster Communications In A Changing Media World</i>. Burlington MA : Elsevier Science, pp. 121 -134.</p> <p>In Class Resource: <a href="#">Climate Lab Book</a></p> <p>In Class: Research a climate / environmental issue story for <i>Newsworthy</i> .</p>
Week 7: 3 September - 9 September	Seminar	<p><b>Audience Research</b></p> <p><b>Before Class Reading</b></p> <p>Bossio, D. (2017). Journalism and Social Media Audiences, <i>Journalism and Social Media: Practitioners, Organisations and Institutions</i>. Berlin: Springer, pp. 47 - 66.</p> <p>In class: develop a social media and audience reach plan.</p> <p><b>Story Development Assessment 500 words news story and interview transcript extract (700 words)</b>  <b>DUE September 9, 2018</b></p>
Week 8: 10 September - 16 September	Seminar	<p><b>Feature Writing, Narrative News and Pitching Workshop</b></p> <p>Before Class Reading:  Kasinger, M., Richardson, N. &amp; Tanner, S. (2012). Researching the Story. <i>Feature Writing Telling the Story</i>. Melbourne: OUP, pp. 20 - 38</p> <p>In class Pitching Workshop Content Creation Tasks (Assessment 2) with <i>Newsworthy</i> Editor, Connie Levett.</p> <p><b>Pitch submission (300 words, 5 %) due Sunday 16 September.</b></p>
Week 9: 17 September - 23 September	Seminar	<p><b>Multiplatform Journalism: Sourcing images, video, data, podcasts and writing explainers</b></p>

		<p><b>Before Class Reading</b></p> <p>Kolodzy, J. (2013). Capturing Context and Tone Using Words, Pictures and Sound. <i>Practicing Convergent Journalism</i>. New York: Routledge, pp. 95-116.</p> <p>Podcast Only: Geoghegan M. &amp; Klass, D. 'Podcasting How-To; Planning Your Podcast'. <i>Podcast Solutions</i>, Berlin: Springer Podcast Solutions, pp. 27 - 53.</p> <p>In Class Workshop: Researching multiplatform elements for your feature or news story.</p>
Break: 24 September - 30 September	Reading	
Week 10: 1 October - 7 October	Reading	<p><b>Assessment: Publicity and Publication Task Due 7 October.</b></p> <p>This week is given over to you for assessment two preparation and story researching for assessment 3.</p> <p>Consultations in Room 311C Robert Webster at the usual time of tutorial Friday Morning are also offered.</p>
Week 11: 8 October - 14 October	Seminar	<p><b>Developing the Feature</b></p> <p><b>Before Class Reading</b></p> <p>Kasinger, M., Richardson, N. &amp; Tanner, S. (2012). Developing Writing Techniques. <i>Feature Writing Telling the Story</i>. Melbourne: OUP, pp. 81- 97.</p> <p>In Class Workshop: Writing the Feature Introduction.</p>
Week 12: 15 October - 21 October	Seminar	<p><b>Feature Editing Workshop and Editing for Newsworthy.</b></p> <p><b>Before Class Reading</b></p> <p>Kasinger, M., Richardson, N., &amp; Tanner, S. (2012). Editing and Polishing Your Work. <i>Feature Writing Telling the Story</i>. Melbourne: OUP, pp. 164 -177.</p>
Week 13: 22 October -	Seminar	<b>Feature Draft Workshop</b>

28 October

**Submission Final Feature: 28 October**

## Resources

### Prescribed Resources

**Please refer to Moodle's library link (the green icon) for all library readings. You do not have to buy a textbook for this course, but you are expected to prepare via reading prior to class.**

Students are encouraged to borrow audio recording kits, cameras and mobile journalism kits from the UNSW Technical Resource Centre for interviews, especially if considering a podcast for the publication and publicity assessment. Time will be allotted in class to familiarisation with TRC equipment and how to borrow. You can also use your smart phone to record interviews and take photos. Mobile journalism kits enhance smart phone recording and stability.

Adobe Creative Cloud Editing Software is installed on all Mac Labs. Podcasting is optional for this course.

### Recommended Resources

**The following resources are available via UNSW library:**

Factiva.com is available via the library for news research.

BBC College of Journalism

Lynda.com editing tutorials for Adobe Audition (optional podcasting).

Tanner, S., Kasinger, M., and Richardson, N.(2009). *Feature Writing Telling the Story*. Melbourne, Australia: OUP.

Tanner, S., and Richardson, N. (2013). *Journalism Research and Investigation in A Digital World*. Melbourne: OUP

### Highly Recommended

Students should continue their engagement with the Australian and international news media that offer a range of perspectives on current world events that are shaping the news. Many of the following and more are available via the library or have free or limited free access online:

*The Guardian* AU edition

*The Sydney Morning Herald*

*The New York Times*

*The South China Morning Post*



*The Conversation* – excellent resource for academic quotes and interview sources.

ABC NewsRadio, ABC Radio National (podcasts) and ABC iview (free streaming news and current affairs).

Longform.org – offers a curated sweep of international features and podcasts from prominent to independent titles.

## **Course Evaluation and Development**

This is a new course so there is no current student feedback. We welcome your feedback throughout the course.

## **Image Credit**

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## **CRICOS**

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