



## **MDIA5011**

Professional Media Practices: Creating, Publishing and  
Publicising Digital Journalism

Term Two // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Dr Christopher Kremmer	c.kremmer@unsw.edu.au	BY APPOINTMENT Mondays 12-1pm (teaching weeks only)	Level 2, Robert Webster, Room 231J	93856364

#### Tutors

Name	Email	Availability	Location	Phone
Connie Levett	c.levett@unsw.edu.au	From Week 2 onwards: Monday and Wednesday 10 am-12 pm. Queries concerning story development only. Direct all assessment- related issues to the course convenor	Webster, Level 2, Room 231W	

### 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.

## 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.

### Course Learning Outcomes

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

Student work is assessed based on quality at the time of submission only. Subsequent improvements to stories arising from the opportunity to work with the Digital Editor (Newsworthy) may result in publication, however the original mark awarded to all submissions stands. The Digital Editor may advise on story development but is not responsible for marking assignments. In all matters of assessment the decisions of the course convenor are final. All assignments must be submitted as WORD docs (no PDFs). On the first page always provide your student number and enrolment name (first name followed by family name), as well as course & assignment number, seminar group day and time, the story's genre (opinion, profile, etc), and an accurate word count for your submission. Do not include your personal, class or interviewee details or reference lists in this word count. On the final page of your submission provide the names and contact details of all interviewees plus interview place, date, time and whether the interview was conducted in-person, or by telephone, email, webchat/social media or Skype. Unless you have your tutor's permission in writing, all interviews must be conducted in Australia and must be recorded (smart phone audio recordings and webchat transcripts are acceptable). All interviewee quotes must be accurately rendered in English. Interview recordings **MUST** be retained for assessment purposes until December 31st of each academic year. In this course, the sources of all facts and quotes must be briefly mentioned **WITHIN** the story (for example, 'University of Melbourne researchers say', or "A 2018 report by the Institute of Accountants said", or "The Attorney General admitted" etc.). Full citation of all statements and facts must be provided either by embedding the source URL in the text where the reference occurs, or in a reference list on the final page of your submission. Information obtained via your interviews need not be cited in reference lists but **MUST** be accurately reported in direct and/or indirect quotes in the text of your story and/or video and audio multimedia clips. Note that referencing requirements may differ for each assignment. For submissions containing multimedia, the total word count can be reduced by 180 words per minute of media clips included in the submission via Moodle or the *Newsworthy* Content Management System. Submissions that are primarily multimedia must be preceded by a 100-150 word text lead.

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Content Creation Task 2	45%	10/07/2019 05:00 PM	1,2,3
Content Creation Task 1	30%	09/08/2019 05:00 PM	1,2,3
In-class assessment tasks	25%	12/08/2019 05:00 PM	3

## Assessment Details

### Assessment 1: Content Creation Task 2

**Start date:**

**Length:** 1500-2000 words

**Details:** A longform (feature) 1500-2000 word story, or podcast, or video (five to seven minutes or equivalent to 2000 words). Feedback via LMS.

**Submission notes:** See general assessment information

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

### **Assessment 2: Content Creation Task 1**

**Start date:** Not Applicable

**Length:** 500-800 words

**Details:** A multiplatform journalism presentation of a 500-word news story and images or accompanying video. Feedback via LMS.

#### **Additional details:**

Pitch, develop and write a 500 - 800 word news story with associated multimedia content. Story may be presented as a podcast.

**Submission notes:** See general assessment information

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

### **Assessment 3: In-class assessment tasks**

**Start date:** Not Applicable

**Length:** 3000 words

**Details:** Weekly Journalism practice tasks, equivalent to 3000 words (300 words x 10). Feedback via LMS.

#### **Additional details:**

Weekly pre-class and/or in-class submissions are compulsory in this course. In Assignment 3, a 10% penalty will be imposed for each and every missing portfolio submission.

In a single word document submit the following:

1. The original unedited text of your THREE BEST in-class and/or homework submissions this term (800-1000 words)
2. A full list of all multimedia recordings or visualisations you have submitted to *Newsworthy* this term including a brief description including audio/video clip durations (maximum 100 words per item listed)
3. The full text of all other in-class and homework submissions this term. DO NOT RESUBMIT ASSESSMENT ONE OR TWO AS PART OF YOUR PORTFOLIO SUBMISSION

**Submission notes:** See general assessment information

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

## Attendance Requirements

This course has no lecture, so attending tutorial is compulsory and mandatory. In tutorials you will actively engage with core course content that will help you to attain Course Learning Outcomes 2 and 4. Unexcused absence from more than 22.3 % of classes (two seminars or tutes) will result in the award of a fail grade.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Homework	<p><b><i>Before coming to class read</i></b></p> <p><i>Newsworthy's Top Five Ranked stories in 2019</i> www.newsworthy.org.au</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> <p><b><i>Bring to Class</i></b></p> <p>List the five main issues, trends and political events that interest or concern you. Bring three (3) copies of your list to class for story development.</p>
	Seminar	<p><b>Introduction: Welcome to Newsworthy</b></p> <p>This week we introduce students to UNSW's cutting-edge online publication <i>Newsworthy</i> and your role as staff reporters. We review recent publications, our Charter of Editorial Integrity, and take a tour of the Content Management System. Students will get a feel for equipment options, including our Mobile Journalism kits that allow you to turn your phone into a broadcast quality multimedia recording device. Assessment options are explained, and we introduce some worthwhile media sources from Australia and the world.</p> <p><b>In-class Portfolio Submission – PS1 (100-200 words):</b> Students pair up to write their media bios and upload their headshots to <i>Newsworthy</i></p>
Week 2: 10 June - 14 June	Homework	<p><b>*** IMPORTANT ANNOUNCEMENT ***</b></p> <p><b>Due to the Queen's Birthday public holiday this week, students in Monday classes will need to attend one of the two Tuesday classes at either</b></p>

	<p><b>9am-12 noon OR 3 pm-6pm. Monday class students should bring their laptops to the Tuesday classrooms in case the tute-lab's computers are all taken.</b></p> <p><b>Read, listen or view:</b></p> <p>Australian print, radio and television news and current affairs programs and podcasts about issues and events that interest you</p> <p>Williams, K (2011). 'Windows on the World International Journalism and the New Media'. International Journalism. Thousand Oaks, Cal: Sage. pp. 145 -167 ABC Asia Pacific News</p> <p>Kolodzy, J. (2013). 'Sources and Background Information', <i>Practicing Convergence Journalism</i>. New York: Routledge, pp. 27-43.</p> <p><b>Pre-class Submission (300 words):</b> Building on last week's discussions about your interests, suggest three specific story ideas that you would like to report on this term. Search news websites for recent reports on people, events and issues, relevant to your story ideas and make copies of three relevant recent reports. Remember, while the story may deal with global issues, it has to be reported mainly IN AUSTRALIA, preferably in Sydney. Explain how the stories you have chosen could be updated with new information or different perspectives? What new questions could you ask that other authors have not considered? What kinds of people or organisations could help you answer them?</p> <p><b>Bring to class:</b> Save, print out and bring to class three (3) copies of your pre-class submission including copies of the three stories that interest you.</p>
Tut-Lab	<p><b>How to find new angles on current stories.</b></p> <p>Developing your story ideas in an international context</p> <p><b>In-class Activity:</b> Finding the people and organisations that can help inform and enrich your stories</p> <p><b>In-class Portfolio Submission - PS2 (300 words):</b> Students pair up to discuss and revise</p>

		<p>their pre-class submissions and ensure that they answer the following questions: 1. What is your 1,500 word feature story going to be about? 2. What platform will you prioritise (text, podcast, vodcast, multimedia)? 3. In which news genre will your story be composed (for example, news feature, trend, investigative, issue-based feature, immersion, profile)? 4. What do you hope your story will say or do that hasn't been said or done before by others? What new information or perspectives could your story provide? 5. Who do you hope to interview for your story? Be practical about your choice. Easy to access people are more likely to deliver than high profile figures. Who are you certain you can meet in the coming week? 6. What are the most interesting or significant locations relevant to your story? Will you be permitted to photograph or video there? 7. Do you need to quote your interviewees, or are you speaking to them on a background or "off the record" basis. 8. Will you tell the story in 1st person or 3rd person? Explain why.</p>
Week 3: 17 June - 21 June	Homework	<p><b>Listen to</b> at least two informative podcasts. Choose one of your own favourites, if you have one, otherwise choose both from the following list of Australia's most downloaded. Be prepared to discuss in class what these podcasts can teach us about online journalism.</p> <p><a href="https://thebrag.com/australias-most-downloaded-podcasts-2018/">https://thebrag.com/australias-most-downloaded-podcasts-2018/</a></p> <p><b>Read:</b> Kasinger, M., Richardson, N. &amp; Tanner, S. (2012). Researching the Story. Feature Writing Telling the Story. Melbourne: OUP, pp. 20 - 38</p> <p><b>Bring to class:</b> Make a list of the 20 most important questions you need to ask for your first assessment task to have impact. Bring three print-outs of your list to class.</p>
	Tut-Lab	<p><b>Interviewing strategies</b></p> <p>In-class Activity: Interviewing workshop</p> <p><b>In-class Portfolio submission- PS3 (200-300 words):</b> After consulting in-class with your tutors, submit your list of 20 questions to ensure your story has impact</p>



Week 4: 24 June - 28 June	Homework	<p><b>Read</b></p> <p>Kasinger, M., Richardson, N. &amp; Tanner, S. (2012). <i>Developing Writing Techniques. Feature Writing Telling the Story</i>. Melbourne: OUP, pp. 81- 97.</p> <p><b>Pre-class submission – PS4 (300 words):</b> Upload to <i>Newsworthy</i> the following materials you have assembled to use in your 1,500 word feature: best quotes from your interviews, video or descriptive passages reported by you from various locations; your re-telling of key events in the lives of your interviewees and others, essential facts and other background material needed to contextualise your feature. Try writing as much as you can of the story based on what you already have, beginning with a compelling lead paragraph.</p> <p><b>Bring to class:</b> Three (3) copies of your pre-class submission. If you wish you may add a brief explanation of why you think your story deserves attention. What's new, valuable or provocative about it, and what new evidence supports your line of argument, analysis or explanation. How does this story offer opportunities for you to generate multimedia materials, graphs and tables, data visualizations, etc. If progress has been slow, identify important gaps in your story and how you propose to fill them on time.</p>
	Tut-Lab	<p><b>Writing and editing using Content Management Systems</b></p> <p>In-class activity: Writing for <i>Newsworthy</i> using headlines, stand-firsts, body copy, and adding photos and videos on the CMS.</p>
Week 5: 1 July - 5 July	Homework	<p><b>READ</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>
	Tut-Lab	<p><b>Editing news in the Online Environment</b></p> <p>Sub-editing, proofreading and search-engine optimisation (SOE)</p> <p><b>IN CLASS EXERCISES</b> - Sub-editing exercises in <i>Newsworthy</i>: Take raw copy from a story submitted to <i>Newsworthy</i> (which was later edited and</p>

		<p>published) and improve narrative links and flow. Write your own headline and stand-first; Take a comment piece that was submitted to Newsworthy and cut it in half. Apply these techniques to your own story before submission.</p> <p><b>IN CLASS PORTFOLIO SUBMISSION- PS5 (300 words):</b> Submit your edit.</p>
Week 6: 8 July - 12 July	Homework	<p><b>READ</b></p> <p>Kolodzy, J. (2013). Convergence Journalism. Chapter 7, 'Capturing Context and Tone'. New York: Routledge, pp. 95-116.</p> <p>Geoghegan M. &amp; Klass D. (2007) Podcast Solutions. Chapter 4, 'Planning Your Podcast'. Berlin: Springer Podcast Solutions, pp. 27 - 53.</p> <p><b>PRE-CLASS PORTFOLIO SUBMISSION PS6 (300 WORDS)</b></p> <p>Get to work now researching your 500 to 800-word News Story (Content Creation Task 30%) Take advantage of Postgraduate Reading week (<b>NO CLASSES</b>) to prepare your next story.</p> <p>Write a 300 word pitch to the Newsworthy Editor for this story. Outline the topic and genre (hard news, Q&amp;A, Explainer, Colour story, Review, Analysis, Opinion, Immersion or Commentary)? Discuss your approach to using multimedia and social media, visualizations, archival research, interviews, and following-up unresolved leads and developing stories. How do you propose to engage <i>Newsworthy</i> audiences? Will you generate your own content, or access copyright cleared secondary sources? Why will people click on and share your content and come back for more of your stories and perspectives</p> <p><b>Due date for PS6 submission:</b> Thursday 11 July at 5 pm</p> <p><b>* There are no classes in Week 6</b></p>
Week 7: 15 July - 19 July	Homework	<p><b>BRING TO CLASS</b></p> <p>Five (5) print out copies of your Story pitch for discussion in class</p>
	Tut-Lab	<p><b>Pitching Workshop</b></p>

		<p>Deliver your final story pitch in front of class (3-5 mins) for discussion with the <i>Newsworthy</i> editor. You can use Power Point to illustrate if you wish.</p> <p><b>IN CLASS PORTFOLIO SUBMISSION PS7 (300 WORDS):</b> Submit your FINAL Pitch at the end of class</p>
Week 8: 22 July - 26 July	Tut-Lab	<p><b>Design your Story</b></p> <p>How we use <i>Photoshop</i> to create the colour treatments that make the <i>Newsworthy</i> brand so apparent.</p> <p>IN CLASS ACTIVITY: Create an image treatment for your story</p> <p><b>IN-CLASS PORTFOLIO SUBMISSION PS8:</b> Submit your colour treatment</p>
Week 9: 29 July - 2 August	Homework	<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><b>Bring to class:</b> Three copies of a one page draft social media and audience reach plan for your second assignment story</p>
	Tut-Lab	<p><b>Getting it right and legal</b></p> <p>This week we fact-check our work this semester with a view to avoiding legal jeopardy, and work hard to make the story's opening a sure fire winner.</p> <p><b>IN-CLASS PORTFOLIO SUBMISSION PS9 (300 words)</b> Your social media and audience reach plan</p>
Week 10: 5 August - 9 August	Homework	<p><b>Read</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>
	Tut-Lab	<p><b>Signing Off</b></p> <p>Preparing your portfolio and finalising your final story submission.</p>

## Resources

### Prescribed Resources

**Please refer to Moodle's library link (the green icon) for all library readings.**

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

#### Recommended textbook

The companion textbook for this course is *Online Journalism: The Essential Guide* (Hill and Lashmar 2014) <https://uk.sagepub.com/en-gb/eur/online-journalism/book236953> While it is NOT compulsory to purchase the textbook, having it will provide students with a valuable complement to the weekly readings drawn from other texts, and offers insights and perspectives of direct relevance to the preparation of assessment work.

**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**

With the launch in March 2019 of our new online publication *Newsworthy* this course has been re-designed. As a result there is no relevant student feedback at this time. We welcome your feedback throughout the course.

## **Submission of Assessment Tasks**

## **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](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.

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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