Unit Outline 2014
Faculty of Art & Design

Communication Technologies & Change
8131
This Unit Outline must be read in conjunction with:

a) *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at *(scroll to bottom of page)*

b) *UC Guide to Student Services*, and is available at *(scroll to bottom of page)*

c) Any additional information specified in section 6h.

### 1: General Information

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1a</td>
<td>Unit title</td>
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<tr>
<td>1b</td>
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<td>1c</td>
<td>Teaching Period and year offered</td>
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<td>Credit point value</td>
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<tr>
<td>1e</td>
<td>Unit level</td>
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</tbody>
</table>

**1f Name of Unit Convener and contact details (including telephone and email)**

Dr Glen Fuller  
Phone: 6206 8715  
Room: 9B34  
Email: Glen.Fuller@Canberra.edu.au  
Twitter: @eventmechanics

**1g Administrative contact details (including name, location, telephone and email)**

Administration Officer  
Location: 9C6  
Contact number: 6201 2475  
Email: FADadmin@canberra.edu.au
2: Academic Content

2a Unit description and learning outcomes

Syllabus
This unit addresses the mutually constitutive relationship between communication practices, institutions and technologies and the social, economic and political worlds in which we live. It explores the relationship between technological change and change in social, cultural, political and economic practices, processes and institutions.

Contemporary discourses in the field - from 'the information society' to 'globalisation', from 'cultural imperialism' to 'post-colonialism' and from 'medium theory' to 'neo-luddism' - come under close scrutiny. We assume no one dominant theoretical perspective on these issues, so an important goal of the subject is to make students aware of different theoretical approaches and foci.

Learning Outcomes
Students will have a familiarity with, and critical understanding of, various theoretical approaches to technology, society and change; a thorough appreciation of the contending discourses concerning decisive frames such as 'information' and 'globalisation'; and a critical understanding of social policy issues in modern communications.

On completion of this unit, students will have (1) critical and analytical understanding of various approaches to technology, communication and society (2) familiarity with emerging concepts regarding media technologies and (3) a viewpoint of social policy issues in communication and media technologies.

2b Generic skills

The University has five new generic skills for coursework courses. By the end of a course, graduates will have developed the following skills and attributes in:

- Communication - The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries.

- Analysis and Inquiry - The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way.

- Problem Solving - The ability to apply problem-solving process in novel situations; to identify and analyse problems then formulate and implement solutions.

- Working Independently and with others - The ability to plan their own work, be self-directed and use interpersonal skills and attitudes to work collaboratively.

- Professionalism & Social Responsibility - The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.

2c Prerequisites and/or co-requisites

No prerequisites

3: Delivery of Unit and Timetable

3a Delivery mode
Standard face-to-face, Bruce Campus
One 90 minute weekly lecture on Wednesday 1:30-3:00pm in 9A1
One 90 minute tutorial per week, selected by the student
Additional readings and tutorial guidance available via the unit’s Moodle website

3b Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics

Lecture topics

Lectures have a slightly different focus to the weekly topics.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>11/8/14</td>
<td>Introduction to unit through Gartner’s Hype Cycle</td>
</tr>
<tr>
<td>2</td>
<td>18/8/14</td>
<td>On ‘Disruptive Innovation’ as Progress Narrative</td>
</tr>
<tr>
<td>3</td>
<td>25/8/14</td>
<td>Your experience of technological change</td>
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<tr>
<td>4</td>
<td>1/9/14</td>
<td>Are ‘Smart’ Technologies Smart?</td>
</tr>
<tr>
<td>5</td>
<td>8/9/14</td>
<td>Communication Tech and your ‘Career’. Includes guest lecturer on the field of ‘Change Management’.</td>
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<tr>
<td>6</td>
<td>15/9/14</td>
<td>Brands, Franchises and Campaigns</td>
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<tr>
<td>7</td>
<td>22/9/14</td>
<td>Disrupting Education and advice for preparing your research essay</td>
</tr>
<tr>
<td>8</td>
<td>29/9/14</td>
<td>Mid-Semester Break</td>
</tr>
<tr>
<td>9</td>
<td>6/10/14</td>
<td>Selfies and Creepshots</td>
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<tr>
<td>10</td>
<td>13/10/14</td>
<td>Self-Tracking, Predictive Algorithms and Identity</td>
</tr>
<tr>
<td>11</td>
<td>20/10/14</td>
<td>Policy Tensions of the Share Economy</td>
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<td>12</td>
<td>27/10/14</td>
<td>Trauma and Technological Accidents</td>
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<tr>
<td>13</td>
<td>3/11/14</td>
<td>The Future and Other Practices of Anticipation</td>
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WEEK 1
HYPE! A Brief Overview of Theories of Media and Communication Technologies

Introduction to the unit via Gartner’s concept of the Hype Cycle. Thinking beyond technological objects or things to thinking about context. Context can be cultural, social, regulatory, technological, historical, etc. Context can be a combination of these different registers.

<table>
<thead>
<tr>
<th>Required reading</th>
<th>Unit outline</th>
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This is a classic text from Raymond Williams. He traces a brief history of the term ‘communication’. Tracing the history of a term is called etymology. The important point he makes is that the current definition of ‘communication’ has only existed since the mid-20th century.


Slack and Wise’s text serves as an excellent introduction to thinking about technological assemblages. They have framed their discussion in
terms of the concept of ‘articulation’. ‘Articulation’ has at least two meanings: to express something (speech training as learning how to ‘articulate’) and in terms of connection (a semi-trailer truck as an ‘articulated lorry’). They then use this dual meaning to think about assemblages as distinct patterns of articulations. They have a useful example of the ‘self-service checkout’ assemblage to think about the specific constellation of relations of this assemblage in relation to other similar constellations of relations (ATM assemblages, vending machine assemblages, etc.). Thinking about technology as assemblage means taking into account the context that enables a given technological object or device to function and exist. Lastly, they note the complex philosophy heritage of the concept of the ‘assemblage’, but they frame the concept in a way that should be relatively accessible.


Sterne this about ‘communication’ in terms of the classical philosophical concept of techné. Teché roughly translates as both a form of practice or ‘practical art’ and as a form of practical knowledge or ‘know how’. Sterne’s basic point is that communication and technology exist on a continuum of practice.

Tutorial
No tutorials. You should subscribe to a few ‘tech’ oriented feeds (social media, RSS, etc.) so you can follow contemporary examples.

WEEK 2
Discourses of Progress and Disruptive Innovation

How to think about ‘change’? The role of narrative in framing change. What stories do we tell ourselves about change?

Required reading

Another extract from Slack and Wise, this time it is a critical interrogation of what they call the ‘progress narrative’. They remind us that there is always a flipside to what is sold to consumers of Western industrialised markets (for them, the US, for us, Australia) as ‘technological progress’. The introduction of new communication technologies is also the introduction of new compositions of social relations; think about e-waste, data-driven surveillance and so on. This is an accessible text for challenging us to think about what is actually meant by ‘change’.


Vance Packard’s book The Waste Makers and his other text about marketing, brands and advertising, The Hidden Persuaders, are classic texts in popular sociology of the post-WW2 era in the US. In this chapter Packard encourages us to think about how our sense of progress -- incorporating notions of ‘change’ and what is
considered to be ‘new’ -- is premised on a culture of wastefulness and practices of ‘planned obsolescence’.


This is a very handy overview of Slack and Wise’s approach to culture and technology. Of particular interest is the way they discuss the “evolutionary model of change” as a “teleologically driven conception of history where origins are decidable and origins determine endings” (148).

Tutorial
Discussion: When was the last time you ‘upgraded’ anything? Why?

Activity: Bring in a 140 character definition of disruptive innovation using a print-out of the 140 character worksheet on Moodle. (Using a print-out of the worksheet is essential to this activity.)

WEEK 3
Globalised iEverything and the Shaping of Consumer Experience

Building on discussions of audience and the way existing media assemblages have been ‘disrupted’, this week we turn to your immediate media ecology that may be distributed across complex global contexts.

Required reading


Barnet explores the concept of ‘aggregation’ in the context of post-broadcast media ecologies. Users of social media platforms encounter aggregation in the ways our ‘feeds’ are assembled. Think about the way social media platforms are ‘feed-assemblages’ that ‘feed’ users tailored content (posts from ‘friends’ as well as tailored advertisements and so on).


Goggin presents an account of the development of mobile television. The reading is interesting not only because of the subject matter, but also because Goggin is explicitly skeptical of some of the ‘theory’ used to discuss media and communication technologies (pages 151-153) and makes a strong case.


This is a very difficult reading and represents the absolute cutting
edge of contemporary thinking about audiences and technology. It is not written for an undergraduate audience. Read this article for Crogan and Kinsley’s argument about how the abundance of content has produced a scarcity of attention. It is a challenge but worth it!

<table>
<thead>
<tr>
<th>Tutorial</th>
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<tbody>
<tr>
<td>Discussion: How are you part of an audience? Do you ‘participate’? How ‘active’ are you?</td>
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### WEEK 4

**Smart Technology and the Concept of ‘Delegation’**

Every new consumer product seems to be described as ‘smart’ or incorporate some aspect of ‘smart’ into their design. What does it mean to describe a piece of technology as ‘smart’? Does it mean users are becoming less ‘smart’?

<table>
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<tr>
<th>Required reading</th>
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Wise introduces the notion of ‘delegation’ in this journal article. Delegation is a relatively simple concept that has profound implications. We design socio-technical objects and systems so we can ‘delegate’ part of our agency to them. Agency is the capacity to act or be acted upon, and it involves a power relation. Every technology involves a delegation and it is the character of that delegation that matters. Importantly, you should read Wise’s article as strictly historical, but in a weird way. Wise is describing the emergence of our current historical context.

<table>
<thead>
<tr>
<th>Tutorial</th>
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<tbody>
<tr>
<td>Discussion: How is the ‘national’ imagined in the contemporary era if it is in part a consequence of the communication technologies of modernity (telegraph, print newspapers, then radio etc)? Do you think the character of friendship has changed because of social media?</td>
</tr>
</tbody>
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### WEEK 5

**Disrupting Work and Careers**

Career as an example.

**Required reading**

|---|

Read Gregg’s introductory chapter in terms of an account of the ‘office’ as assemblage. She explores the affective and technological character of the contemporary white-collar worker’s performance of ‘professionalism’ with some very concrete examples.


Yates and Orlikowski present a genealogical account of the ‘email’ (although they do not use the conceptual terminology of ‘genealogy’). It is a fascinating account of the way the email emerged from a specific genre of organizational communication of the 20th century, the business memo. It is a ‘recommended’ reading because of the density of their theoretical apparatus. Ignore most of the theory work and read it in terms of a history of the email.


**Tutorial**

Discussion: Do you juggle various work responsibilities with other aspects of your life? Could you do this without contemporary communication technologies? Would you feel comfortable using your Facebook account for work purposes? What relation does Gregg describe between communication technologies and workplace intimacies?

**WEEK 6**

**Brands, Franchises and Campaigns**

Commodities, cultural franchises and brands. Virality. Activist groups and practices of mobilisation. Thanks Getup! Communication platform assemblages, social media and the creation and control of agency.

**Required reading**

|---|

Lury’s text uses the concept of the assemblage to engage with something most, if not all students will be familiar with at some level: brands. To think ‘brand’ as assemblage means to appreciate the rich contextual relations across multiple platforms/channels, markets, practices and histories of the different elements that constitute a ‘brand’. Lury presents a micro history (or ‘genealogy’) of brands in terms of their emergence and their location within...
consumer culture alongside the historical emergence of other familiar elements, such as the retail shop, and more complex professional developments, such as market research. Thinking about brand as assemblage is a useful way to appreciate the complex interplay between the various relations between the different elements that constitute a ‘brand’.

Tutorial

Discussion: Have you ever signed an online petition? What was it about? Are you signed up to any advocacy email lists? Why? Have you ‘liked’ a brand’s social media profile page? Why?

WEEK 7
Creativity, Industry and Scholarship

The research process for different outcomes: industry vs academia. Grey literature and white papers. Different cultures of education.

Required reading


Shirky presents an accessible survey of the contemporary internet-based communication technologies that enable users to collaborate and spend their ‘cognitive surplus’.

See Moodle for resources about how to prepare a research essay plan and how to write an essay.

Tutorial

Activity: Small-group work to individually produce and/or work on a brief outline of a research paper.

WEEK 8
Mid-semester break

WEEK 9
Selfies, Creepshots and Other Contemporary Online Practices


Required reading


Geissler presents an accessible account of the way technologies intervene in the constitution of collective and individual memory.

*Brilliant history of the marketing machinations of Kodak. Read in terms of the gradual development of the consumer-photographer assemblage.*

### Tutorial

Discussion: Are we collectively suffering from societal ‘TMI’? What moments do you hope to remember and do you try to capture these moments using technology? Do you ‘share’ these moments?

### WEEK 10

**Predictive Algorithms and Identity**


#### Required reading


*This is another tough reading, but useful for thinking about the way the everyday technological assemblages of communication contribute to or produce our identity. ‘Identity’ here is meant in a cultural sense. The classic example that de Vries explores to some length is the use of algorithms to predict consumer behaviour on shopping websites and suggest commodities we might be interested in purchasing through online shop fronts like Amazon.com. The relevant section is “Identity in a world of profiling algorithms and ambient intelligence” (pages 76-79), but it is worth exploring at length to gain a critical understanding of the ways complex internet-based commercial interactions can affect the production (and prediction) of identity.*


*Buliung argues that the production and use of space has changed due to the gradual reduction in the costs of moving information, goods and people since the post-WW2 era. He locates the contemporary use of ICTs in a genealogy of technological development, involving voice communications, the internet, and transport from the Industrial Revolution to today (1367). From this historical account he then outlines what he calls ‘hypermobility’ which he argues characterises the contemporary era. It involves an interesting comparison of what he calls automobility and infomobility.*

### Tutorial

Discussion: How important is reputation for (online) commerce?
Have bought items directly from overseas? Do you have a loyalty card?

WEEK 11
Policy Imperatives of the Share Economy

The ‘disruptions’ of emerging social practices has affected the business models of established commercial interests across a number of industries. Entertainment and the creative industries. Tourism. Government assemblages and governance of assemblages.

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<tr>
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<tbody>
<tr>
<td></td>
<td>Danielle Sacks frames the emergence of the ‘sharing economy’ as the possible end of ‘hyperconsumption’.</td>
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<td></td>
<td>Thinking about the emerging social context of the ‘sharing economy’ as an example of what Germann Molz’s calls ‘networked hospitality’.</td>
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<td></td>
<td>Tapscott and Williams write in a very accessible way about the development of communications technologies that enable ‘citizen regulators’ to track the activities of corporations and governments. Read their argument in terms of the production of new kinds of visibility by utilising Internet-based tools.</td>
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</tbody>
</table>

| Tutorial | Discussion: Do you use satnav or a ‘map app’ to help you find where you are going? What about planning for holidays, do you know exactly where you are going to go? When was the last time you were ‘lost’? What does Buliung mean by the ‘modification of the production and use of space in time’ and ‘extinction of experience’? |

WEEK 12
Trauma and Technological Accidents

The ‘integral accident’ of all technology. What are the ‘integral accidents’ of various communication assemblages? Communication and its inverse: Trolling, Fraud, Noise, Viruses

|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
This is a relatively accessible way to discuss Virilio’s notion of the integral accident. Think about the way Virilio discusses how the accident is part of the production process. In an age of ‘perpetual beta’ what does it mean to design technologies around ‘accidents’?


We discuss the complexities around the figure of the ‘troll’.


Tim O’Reilly popularised the term and concept of Web 2.0 in the mid-2000s. O’Reilly Media is a big publishing company. Here O’Reilly discusses the example of ‘perpetual beta’ in the context of Web 2.0.

Tutorial
Discussion: Discuss phenomena of smashed phone screens. What accidents or glitches have affected you?

WEEK 13
The Future and Other Practices of Anticipation

Techno-historical assemblages are not only ‘historical’ but co-present. What shall exceed us? What assemblages are not yet fully present but currently emerging? What comes ‘next’? ‘New’ iPhones. What are the new assemblages? Has the future become commodified? Assemblages of the future and the futurity in all assemblages.

Recommended reading

This reading has two purposes. The first purpose is to engage with Kinsley in exploring the discourse of futurity. Second, to introduce the concept of ‘ubiquitous computing’ and the impact of this on our future.

Tutorial
Discussion: Have you ever felt compelled like you needed to participate in an event or buy something? What are you excited about at the moment? How has the post-university future been ‘premediated’ while you are at university? What are your expectations? How have these expectations been assembled?

4: Unit Resources
4a Lists of required texts/readings

For Unit readings and resources in the University of Canberra Library
Link to search page for Unit Readings (print materials)
Link to search page for eReserve (electronic materials)

4b Materials and equipment
N/A

4c Unit website

To find your unit site online, login to LearnOnline(Moodle) using your student ID.
Note that your unit site has a profiles page that displays your name and email address for the benefit of other students. If you prefer to hide your email address, click here for instructions.

5: Assessment

5a Assessment overview

<table>
<thead>
<tr>
<th>Assessment item (including exams held in the exam period)</th>
<th>Due date of assignments</th>
<th>Weighting (total to equal 100%)</th>
<th>Addresses learning outcome(s)</th>
<th>Related generic skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial participation</td>
<td>On going</td>
<td>20%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Tutorial presentation</td>
<td>Nominated week</td>
<td>30%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Research essay plan and essay</td>
<td>Plan: 5pm, Friday 3/10/14 Essay: 5pm, Friday 14/11/14</td>
<td>Plan 10% Essay 40%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>

UC Generic Skills
1 - Communication
2 - Analysis and Inquiry
3 - Problem Solving
4 - Working independently and with others
5 - Professionalism and Social Responsibility

5b Details of each assessment item

- Tutorial participation

All students are expected to participate in the in-class discussion by (1) reading the relevant readings available on e-reserve, (2) attending the lecture or listening to the recorded lecture prior to the tutorial, and (3) organising their thoughts before coming to classes.

Marking criteria and grade descriptors will be used in assessing participation in the unit:

**High Distinction:**
You regularly made contributions to the weekly tutorials that (i) kept discussions focussed, (ii) demonstrated an excellent understanding of the material, and (iii) showed evidence of reading the set texts AND
You listened and responded to contributions made by others without dominating the tutorial.

**Distinction:**
You regularly made contributions to the tutorial that (i) demonstrated a very good understanding of the material, and (ii) showed evidence of reading the set texts AND
You listened and responded to contributions made by others without dominating the tutorial.

Credit:
You often made contributions to the tutorial that (i) demonstrated a good understanding of the material, and (ii) showed evidence of reading the set texts AND You listened and responded to contributions made by others without dominating the tutorial.

Pass:
You made a number of relevant, informed contributions.

Fail (NX):
You made little or no attempt to participate throughout the semester OR Your contributions were almost always irrelevant and/or uninformed.

- Tutorial Presentation

<table>
<thead>
<tr>
<th>Due date</th>
<th>Nominated week</th>
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<tbody>
<tr>
<td>Description</td>
<td>In Week 2 students will allocated a week (3-7 or 9-13) to present a case study on the given week’s topic. Example of case study: MOOCs would be a suitable topic for your case study for presentations in week 7 (and those presenting in week 7 will need to find a different case study). Using MOOCs, you would need to: 1. Introduce MOOCs and explain how they are an example of changes to communication technologies. 2. Present the arguments of advocates and those who are critical of MOOCs. 3. Use some of the concepts from earlier weeks to build your analysis (MOOCs have been ‘hyped’, how has the MOOC assemblage of communication technologies been developed (online, are some course better suited to MOOC-modes of education, etc.) 4. Present your own arguments about the strengths and weaknesses of MOOCs. Would you recommend them to your friend or to an elderly relative? Why? Why not? A presentation template PowerPoint file will be available on Moodle</td>
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</tbody>
</table>

Purpose
Reading summary, discussion leading and participation are essential to understanding each week’s topic. These exercises will develop students’ self-learning skills as well as managing workload and time throughout the semester. Additionally, the notes prepared will be instructive to other students who may be preparing their research essay.

What to prepare
You will need to prepare well in advance. Begin with an example of whatever it is we are discussing that week (see above example of MOOCs). Presentations will be between 10-15min. Your PowerPoint slides are to be uploaded to Moodle before the tutorial. The file name format you are to use (with your details) is LastnameStudentnumberTutorialdayandtime.ppt

- Research Essay Plan and Essay

<table>
<thead>
<tr>
<th>Due date</th>
<th>Research essay plan, MS Word doc submitted to Moodle drop box. 5pm, Friday 3/10/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Essay, MS Word doc submitted Moodle drop box. 5pm, Friday 14/11/14</td>
</tr>
</tbody>
</table>

Two parts to the research essay.
1. First part involves the research essay plan (using the research essay
plan template available on Moodle). The essay plan shall be marked and you will be provided formative feedback.

2. The second part is a 2000 word research essay. At least 10 scholarly sources (i.e. journal articles) should be used and essays must be fully and accurately referenced. Students are encouraged to use relevant readings from the unit. In addition to the minimum 10 scholarly references, you will very likely have to cite non-scholarly references. These non-scholarly references (even if prepared by an academic) do not count towards the minimum number of scholarly references. An in-text referencing style (sometimes known as ‘author-date’, ‘Harvard’ or ‘APA’ style) is required (NOT footnotes or endnotes). Essays must be typed with 1.5 line spacing, and submitted to the drop box on the unit Moodle site. Students must keep a copy of all work submitted.

Essay Topic

Select a week (3-7, 9-13) and critically explore one of the technological assemblages of communication discussed in the readings or lecture for that week. The essay plan is due week 8 but this should not stop you from choosing a later week for the subject of your essay. The aim of the assessment is for you to engage in-depth with the content, therefore YOU CAN SELECT THE SAME TOPIC AND/OR CASE STUDY AS YOUR PRESENTATION. Additionally, the content is designed to be engaged with from multiple disciplinary perspectives including, but not limited to, historical or genealogical approaches, textual or discursive analysis, Actor-Network Theory explorations, analysis of industry strategy or government policy, and media philosophy. Glen will be available for student consultation throughout the semester to discuss the essay. Please email him to book a time during consultation hours. Consultation hours are limited and more detail shall be provided during the semester. Consultation will only happen in person and not via email.

Marking Criteria

Essay plan (worth 10% of final grade)
- Appropriate examples for essay focus (50%)
- Appropriate list of scholarly (and possibly non-scholarly) references (30%)
- Coherent expression and essay structure (20%)

Essay (worth 40% of final grade)
- Demonstrated knowledge and understanding of the topic (35%)
- Extent and relevance of research (25%)
- Coherence and efficacy of the essay’s argument (15%)
- Clear and correct acknowledgement of sources (10%)
- Clarity and precision of written expression (15%)

5c Submission of assessment items

All assessment items will be submitted online via the unit Moodle site. The first page of each assessment submission should include the following information (unless directed otherwise):

Student Name:
Student ID:
Assessment Name:
Word Count (if applicable):
5d **Special assessment requirements**

5d.1 A reasonable attempt of ALL items of assessment must be made in order to be eligible to pass this unit.

5d.2 There are penalties for assessments submitted after the due time and date. See clause on Late Submissions below.

5d.4 Requests for extensions

Requests for an extension will only be considered up to 3 days before the due time and date for that piece of assessment. Students are expected to have commenced work on their assessments before 3 days before it is due. Extensions will not be granted after the due time and date for a piece of assessment has passed and will be subject to the Late Submission clause below.

Requests for extensions must be made in writing (email) to the student's Tutor a minimum of 3 days before the assessment due date. Requests for extensions will only be considered in exceptional circumstances with accompanying appropriate documentation e.g. medical or counselling centre certificate. Exceptional circumstances include illness or other medical misfortune, death in the family or a life crisis that significantly affects your ability to complete the assessment before the due date.

If an extension is granted this approval must be attached to the assignment upon submission via email by the approved extended submission date.

Requests for extensions due to work commitments, academic workload or lack of organization will not be considered. Your attendance at university is no different to a professional workplace commitment and therefore such requests will not be considered.

Please see your tutor or unit coordinator (Glen) well before assessments are due to discuss any difficulties you may be having. We can assist in developing strategies for ensuring assessment work is submitted on time.

5d.5 Late submissions and penalties

This unit requires all assessment items to be submitted on Moodle. Students should be aware that the assessment upload menu will be closed 5 minutes after the deadline and the system will not allow late submissions. No paper or email submissions will be accepted after the deadline without prior approval by the unit coordinator.

Assessment items submitted after the due time/date without an approved extension will be penalised 10% of the grade given, per day or part thereof, up to 1 week after the due date and marked without feedback. Assessment items submitted more than one week after the due date will not be marked and no marks awarded.

5e **Supplementary assessment**

Refer to the UC Supplementary Assessment Policy

5f **Academic Integrity**

Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others’ work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices that contravene academic values. Please see UC’s Academic Integrity Policy.

To enhance understanding of academic integrity, it is expected that all students will complete the LearnOnline Academic Integrity Module (AIM) at least once during their course of study. The module is automatically available as a listed site when students log into LearnOnline.

5g **Use of text-matching software**
The University of Canberra has available, through LearnOnline (Moodle), text-matching software that helps students and staff reduce plagiarism and improve understandings of academic integrity. Known as URKUND, the software matches submitted text in student assignments against material from various sources: the internet, published books and journals, and previously submitted student texts. Click here for further information on the URKUND text-matching software.

6: Student Responsibility

6a Workload
The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b Inclusion and Welfare
Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or Inclusion and Welfare as soon as possible so the necessary arrangements can be made.

6c Participation requirements

6d Withdrawal
If you are planning to withdraw please discuss with your unit convener. Please see Withdrawal of Units for further information on deadlines.

6e Required IT skills
You are expected to be able to use internet browser, email, word processing and presentation software.

6f In-Unit Costs
(Note: To calculate your unit fees see: How do I calculate my fees?. The online UC Co-op Textbook Search is available for purchasing text books.)

6g Work placements, internships or practicums

6h Additional information

7: Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

Besides the regular overhaul of the unit (and introduction of two new weeks), it has been changed in three important ways from the version taught in 2013 based on student feedback:
1. Assessments are more structured. The essay plan is now a formal assessment piece and part of the essay research and writing process.
2. The list of readings has been rationalised and reduced.
3. The presentation is now organised around a ‘case study’ that the presenter has to find rather than a simple summary of the readings.

## 8: Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.
## Tutorial Presentation Feedback

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID</th>
<th>Tutor</th>
<th>Tutorial day/time &amp; location</th>
<th>Week</th>
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<th>4</th>
<th>5</th>
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<th>7</th>
<th>9</th>
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**Readings**

**Date**

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<th>PRESENTATION QUALITY</th>
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<th>Good</th>
<th>Exc</th>
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<tbody>
<tr>
<td>Key concepts identified &amp; analysed</td>
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<tr>
<td>Key argument(s) identified &amp; analysed</td>
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<td>Relevance of examples to concepts &amp; argument(s)</td>
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<td>Relevant discussion questions</td>
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<td>Engagement with class and clarity of spoken expression</td>
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<td>Time management</td>
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<td><strong>Overall mark and grade</strong></td>
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<td>P</td>
<td>CR</td>
<td>D</td>
<td>HD</td>
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**ADDITIONAL COMMENTS**

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