Unit Outline 2013
Faculty of Arts and Design

Networked Media Production
7881
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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<tr>
<td><strong>1a</strong></td>
<td><strong>Unit title</strong></td>
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<td>Networked Media Production</td>
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<td><strong>1b</strong></td>
<td><strong>Unit number</strong></td>
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<td>7881</td>
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<td><strong>1c</strong></td>
<td><strong>Teaching Period and year offered</strong></td>
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<tr>
<td></td>
<td>Semester 1, 2013</td>
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<tr>
<td><strong>1d</strong></td>
<td><strong>Credit point value</strong></td>
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<td>3 credit points</td>
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<td><strong>1e</strong></td>
<td><strong>Unit level</strong></td>
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<td>Level 1</td>
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<td><strong>1f</strong></td>
<td><strong>Name of Unit Convener and contact details (including telephone and email)</strong></td>
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<tr>
<td></td>
<td>Ben Ennis Butler</td>
</tr>
<tr>
<td></td>
<td>Room: 7C24A (Building 7, level 7, room 24A)</td>
</tr>
<tr>
<td></td>
<td>Phone: (02) 6201 2591</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:ben.ennis.butler@canberra.edu.au">ben.ennis.butler@canberra.edu.au</a></td>
</tr>
</tbody>
</table>

   Email is the best way to contact me.

| **1g** | **Administrative contact details (including name, location, telephone and email)** |
|   | Ms Brooke Barnes |
|   | Room: 9C6 |
|   | Phone: (02) 6201 2475 |
|   | Email: Brooke.Barnes@canberra.edu.au |

   Please contact Ms Barnes to arrange weekend access to the computer labs if you need it.
2: Academic Content

2a Unit description and learning outcomes

Syllabus
Digital communication networks are now central to the forms, cultures and practices of media arts and production. This unit will introduce students to fundamental concepts and practices in networked media production, including web production and other networked media genres spanning text, image, audio and video. Examining the network as a context for cultural and creative practice, and offering practical instruction in producing specific networked media forms, this unit provides core skills that will underpin further media practice.

Learning outcomes
On successful completion of this unit students will: (1) understand the cultural and creative implications of digital communications networks for media production; (2) understand and demonstrate fundamental processes of networked media production; (3) be able to navigate and analyse networked cultural and creative practice; and (4) be able to position their own work appropriately within the context of networked media practice.

2b Generic skills

Generic skills are a set of skills that all graduates from University of Canberra courses should possess and be able to demonstrate by the end of his or her course. There are five generic skills; these are listed at: http://www.canberra.edu.au/learning-teaching/student-support/uc-graduate-attributes

Not every generic skill will be developed in every unit you do, but by the end of the course all students should be able to identify how they meet each generic skill. This unit addresses the following generic skill:

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

2c Prerequisites and/or co-requisites

Assumed knowledge: Basic skills in computer and internet use.

3: Delivery of Unit and Timetable

3a Delivery mode
Standard face-to-face and online (STD-F2FO)

This means that this unit is offered in traditional face-to-face classes (eg: tutorials, computer labs and lectures) but also has online components. The face-to-face and online components compliment each other, but you are expected to engage with both to get the most out of this unit.
### 3b Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics

There will be 7 lectures; they are on Friday at 10am in 2B09.

Lecture timetable:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Lecturer</th>
<th>Workshop/Notes</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4/2</td>
<td>Unit introduction – What is Networked Media?</td>
<td>Ben Ennis Butler</td>
<td>No workshops on this week – you only need to attend the lecture.</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>11/2</td>
<td>HTML &amp; CSS and how it works</td>
<td>Ben Ennis Butler</td>
<td>Getting your blog</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>18/2</td>
<td>Social Media – more than gossip</td>
<td>Sam Hinton</td>
<td>Understanding HTML</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>25/2</td>
<td>Remix, API’s and Mashup’s</td>
<td>Ben Ennis Butler</td>
<td>Analysing social media</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>4/3</td>
<td>Carving Up the World</td>
<td>Michael Honey</td>
<td>Making the most of RSS and API’s</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>11/3</td>
<td>Representing Data</td>
<td>Mitchell Whitelaw</td>
<td>SEO, site analysis, tools and techniques Monday is Canberra Day</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>18/3</td>
<td>Multiplicity</td>
<td>Michael Honey</td>
<td>Visualising your life</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>25/3</td>
<td>Class Free</td>
<td></td>
<td>Multiplicity in practice</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1/4</td>
<td>No lecture</td>
<td></td>
<td>Monday is Easter Monday</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>8/4</td>
<td>No lecture</td>
<td></td>
<td>Your rights and responsibilities online</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>15/4</td>
<td>No lecture</td>
<td></td>
<td>Where to from here – the future of networked media</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>22/4</td>
<td>No lecture</td>
<td></td>
<td>Drop in workshops</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>29/4</td>
<td>No lecture</td>
<td></td>
<td>Thursday is ANZAC Day. Last week to request extensions on final assignment.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>6/5</td>
<td>No lecture</td>
<td></td>
<td>Drop in workshops Production assignment and blog due</td>
<td></td>
</tr>
</tbody>
</table>

Quizzes become available immediately after the lecture and are available for exactly one week. See below for more information.
4: **Unit Resources**

4a **Lists of required texts/readings**
There are no set texts required for this unit. Recommended reading will be provided from time to time on the Moodle site.

4b **Materials and equipment**
No materials or equipment are required for participation in this unit. However, all students are strongly advised to obtain an external hard disk for maintaining a portable copy of their work. Prices for hard disks vary depending on quality and capacity, but are comparable to the price of a good textbook – around $80 to $150.

Online storage provided by the university may be insufficient to maintain a copy of your work.

4c **Unit website**

Access to the LearnOnline (http://learnonline.canberra.edu.au/) site for this unit is a necessary requirement for the satisfactory completion of the unit. Computer access to this site can be obtained by students in lab spaces and via computers in the library. Additionally, students will need to access some off-site materials.

Please note that accessing off-campus web sites does incur a usage charge. Your first 2GB each year is free, but after that you need to pay. More information about data access fees from on-campus can be found here: http://www.canberra.edu.au/itm/student-support/communication/internet-access
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>Quiz</td>
<td>Weekly</td>
<td>20%</td>
<td>1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Blog</td>
<td>11.55 pm Friday Week 14</td>
<td>40%</td>
<td>2, 3, 4</td>
<td>2</td>
</tr>
<tr>
<td>Production Project</td>
<td>11.55 pm Friday Week 14</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
<td>2</td>
</tr>
</tbody>
</table>

5b Details of each assessment item

**Quiz**
A quiz will be released after the lecture every weeks beginning in week 1 (see the timetable in 3b above for dates). Each quiz will be open for exactly one week and will cover all the material from lectures and any associated readings.

The quizzes will be multiple choice, be conducted online and will have a time limit. You will only be able to do the quiz once, so before you start it make sure you will have time to complete it (for example, don’t start the quiz in a lab if another class is about to come in; don’t start the quiz on a laptop that’s not plugged in).

Because there is plenty of time for you to do the quiz and the due dates are well known in advance, there will be no consideration given to students who forget to do the quiz. If you miss a quiz you will not be able to re-take it unless you have made prior arrangements with the lecturer. In exceptional circumstances (documented sudden incapacitating illness, for example) alternative arrangements will be made – such cases will be exceptionally rare! In the interests of fairness to all students, please take good note of this last point.

Please also refer to section 5e below, which refers to academic integrity. There is a certain amount of trust being extended to you in these quizzes. We believe that online quizzes provide better flexibility and learning outcomes to students than a large final examination. However, this does require you to take more responsibility for your conduct. We take academic integrity very seriously, so do not do the quizzes in consultation with other students and do not provide answers to any other students. There are very serious penalties for anyone caught doing this.

**Assessment criteria:**
Quiz questions will be designed to assess the following:

- demonstrated understanding of the cultural and creative implications of digital communications networks for media production, as presented in lectures and reading materials.
- understanding and demonstrated knowledge of fundamental processes of networked media production, as presented in lectures, reading materials and workshops.

**Blog**
The blog is the major assessment item that runs throughout the unit. In this assessment item you’ll be developing a web log (blog) that brings together a wide range of other networked media. The aim of the blog is to connect into the online culture of others with similar interests, and to attract a real audience to your blog.
You’ll be expected to update the blog regularly throughout the semester and by doing so, your blog will become a record of your engagement with the unit. With any luck it may also become something with a life of its own. There is no set size for your blog posts, but a few very short posts will not provide sufficient material to assess. At a minimum you should be posting to your blog once per week.

For this assignment, we want your blog to be in Tumblr (please don’t use another service, because we want to be able to look at everyone’s blog equally). We know some of you will have set up and maintained your own blogs before. Don’t race ahead too far – this is not about showing off how much you know, but about demonstrating your engagement with the unit (as described below). We’ll be showing you how we want you to set up your blog in your first workshops in week 2.

One of the themes of this unit is that having a knowledge of networked media production is important in a wide range of fields, including journalism, design and film production. To emphasise this point we want you to think of a theme for your blog that reflects a narrow interest of your own. The more obscure and quirky your theme is, the better. If you have an interest in a particular sub-genre of film, then make that the theme of the blog. If you collect something, make that the theme of the blog. Choose something you’re interested in that will maintain your interest throughout the semester.

Try to avoid simply documenting the unit’s content week by week. Try and interpret the content and think about how it uniquely applies to your blog. Your blog and your interest may in fact be networked media. If it is, that’s great, but don’t make your blog about networked media just because it seems easy – you’ll just end up creating a diary of lecture notes, and your blog will end up looking like every other blog that people have to do for their university assignments.

Workshops will provide you with guidance and experience in the application of networked media production tools and techniques. You should try to think about these exercises and how they apply to your blog’s theme. For example, if your blog is about medieval cooking, then as you learn more about HTML and CSS, think about how you can make your blog look like a medieval manuscript.

The exercises are also designed to develop the form, content and connectivity of your blog in an incremental fashion, week by week. The content of your weekly blog posts will develop your thinking about your chosen topic, and develop the audience for your blog. It will also demonstrate your engagement with the unit by:

- showing that you are thinking about the readings and lectures
- presenting your work on weekly workshop production tasks
- document your discovery of relevant sites and resources
- reflecting on your own “networked media” practice

Remember, this is the main documentation of your progress in this unit and is a major assessment item worth 40% of your grade in the unit. It’s extremely important that you treat this assessment task seriously throughout the semester, or you risk failing the unit. Do not forget to update your blog at least weekly – blogs that are not maintained will not pass. If you do poorly in this assessment exercise then you’ll know you have to pick up your game if you want to pass the unit. You will find it almost impossible to pass this task if you start it just before the submission date!

Finally, to prepare your blog for assessment:
- write a final reflective “meta” post that analyses your blog’s content, audience and connectivity
- pick three of the best posts in your blog and link to them at the end of this reflection –
we’ll mark these as being indicative of your whole blog.

When writing the final post, consider overall traffic, most popular content, traffic sources (search and other sites) and the role of social media services. Note that while we value connectivity and the process of finding and building an audience, this is not a popularity contest (i.e. more traffic is not necessarily better). Instead, you should demonstrate an ability to understand and analyse the way your own blog functions as an example of networked media. Talk about your linkage to the blogosphere as shown by RSS feeds, pingbacks, friends, etc. Who are the key people and themes in the blog culture you have joined. How have you applied the material from lectures in practice?

Assessment Criteria:

• understanding and demonstration of fundamental processes of networked media production:
  o production of workshop exercises (we need to see that you’ve done workshop exercises, and we’ll give you extra points if you integrate the exercises creatively)
  o demonstrated application of principles and theory from lectures (lectures contain important and useful information – show us you have listened to the lectures, understood them and can apply the materials from the lecture in practice)
• ability to navigate and analyse networked cultural and creative practice:
  o evidence of engagement with the blogosphere (is this site an island, or are you able to demonstrate an appreciation of a wider community of related networked media)
• ability to position your own work appropriately within the context of networked media practice:
  o consistency of posts (both in terms of how often you post and in terms of quality)
  o quality of content of workshop exercises (you need to have done more than just doing the exercises; you also have to do them well; again, using the exercises to improve the content of your blog will gain you extra credit)

Production project

The focus of this assignment is to challenge and extend your theoretical knowledge of networked media and exercise your understanding of production techniques.

Choose one of the following:

1. Research a current-affairs topic and build a reference page or site. This will give the intelligent reader a thorough background to the topic and provide links to information – textual, image, video, audio. Use other sites – good and bad – to help you understand how clarity of exposition, site structure, impartiality, navigation and layout contribute to an authoritative presentation of factual information. Refer to these examples in your rationale.

2. Create a geo-narrative. Create a sequence of images and text attached to specific locations in Google Maps. The images should combine to form a coherent structure or narrative; this could be a fictional story, an essay-like argument, a documentary account or historical recreation, or a photographic tour. Use image and text together to tell the story. Use 10-12 images; of these, up to six may be the work of others, provided it is licensed appropriately (Flickr is a useful way to find CC licensed images). The remaining images should be either your own or “remixed” – using a combination of your own work and that of other creators, again provided it is licensed appropriately. Make contact with the creators of images, and introduce your project. In your rationale reflect on this process of “networked” production.
3. Build a **data visualisation**: scientific, sociological, ecological, personal (your own life, for example, is a trove of data: blog posts, browser history, last.fm, iTunes, books read, TV watched, meals eaten...). If the data is not your own, ensure that it is used under an appropriate license. The visualisation can be either algorithmically generated or hand-crafted, but consider how its design can help the user discern patterns hidden in the "raw" data. Demonstrate an awareness of how different types of visualisations are more or less useful at achieving their aims. Consult with your tutor on possible techniques and forms to present your visualisation.

4. Make a **video for YouTube**, Vimeo, or any other video sharing service that presents an analysis or critique of that service. The video must be engaging, entertaining, well planned and written; it must creatively exploit the video form, offer acute analysis and demonstrate a sound understanding of the platform. You may use pre-existing sound, image and video sources provided they are licensed appropriately and attributed accordingly. The video must be uploaded to and presented on the relevant service.

Whichever project you choose, you will need to accompany your assignment with a rationale: this is a 500-1000 word blog post that discusses your process and explains your choices. Your rationale should:

- Demonstrate that you understand the technical processes involved in your production, and explain the processes you used and why.
- Demonstrate that you understand the cultural context of your production project – for example by identifying and discussing related work.
- Demonstrate that you have responded to this cultural context in your production work – which design patterns or conventions have you followed, and why? How is your project different to other works in the field?

**Submission**
Your assignment may be submitted in any appropriate form, but it must be accessible via a single URL to be provided on your blog and on Moodle. Consider the most appropriate form for your project and consult with your tutor before choosing a form.

**Assessment Criteria**
Your assignment will be assessed on how well it demonstrates:

- An ability to create networked media content that engages with its cultural and technological context
- An ability to navigate and ethically apply networked media services and content for creative production.
- An ability to critically analyse networked media content, practice and techniques.

**5c Special assessment requirements**
The pass grade for this unit is 50%.

**Extensions**
Extensions to the quizzes will not be possible except in exceptional circumstances or where the student has made prior arrangements with the lecturer.

In this unit, the extension process for the blog is a negotiation between the student and the lecturer. Students who feel they will not be able to submit their blog on time should discuss the issue with their lecturer well before the due date. You should have a clear idea of how long you need and how you plan to have the assessment completed in that period.
In general, extensions will be granted to students who can show significant and consistent progress, who are asking for shorter extensions, whose work has been adversely affected by circumstances beyond their control (e.g., illness, documented with a medical certificate) and who can demonstrate ongoing engagement with the unit (evidenced, for example, by tutorial attendance).

Extensions will not be granted if application is made less than one week before the due date, or if, in the opinion of the lecturer, the extension is unlikely to yield satisfactory learning outcomes. Longer extension times will require stronger cases to be made and may only exceed two weeks in exceptional circumstances. The extension granted is at the discretion of the lecturer, and all decisions are final.

**Resubmission**

Students whose blogs fail by a narrow margin or through lack of a minor element will have the opportunity to resubmit on a pass/fail basis, provided:

a) they have achieved at least a pass grade (50%) in their quizzes;
b) the resubmission is submitted within one week of receiving their grade for the blog; and,
c) they have participated in the interim blog assessment in week 7.

**Late assignments**

Assignments that are up to one week late will be penalised with a reduction in mark of 15%. Assignments submitted later than one week after the due date will have the late penalty applied and will be marked on a pass/fail basis only.

5d **Supplementary assessment**

Refer to the UC [Supplementary Assessment Policy](#).

5e **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.

The [Academic Skills Centre](#) provides opportunities to enhance student understanding of academic integrity.

5f **Text-matching software**

Text-matching software will not be used.

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 **Special needs**
Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or UC AccessAbility as soon as possible so the necessary arrangements can be made.

6c **Participation requirements**

This unit does not require participation in lab classes for accreditation purposes. However, there is an expectation that students will attend and participate in all structured time - lectures and computer labs. This is because participation through attendance is an important and significant component of learning media. Not only is this relevant to the gaining of knowledge and skills appropriate to this particular subject but it also applies to your degree as a whole.

From our experience, there is a significant link between a student’s attendance/participation, and the quality of their learning outcomes demonstrated by the submitted assessable project components. To this end, attendance records are kept to guide and inform aspects of our grades and feedback.

6d **Withdrawal**

If you are planning to withdraw please discuss with your unit convener (Ben Ennis Butler). Please see Withdrawal of Units for further information on deadlines.

6e **Required IT skills**

Basic computer and internet skills.

6f **In-Unit Costs**

None.

(Note: To calculate your unit fees see: How do I calculate my fees?)

6g **Work placements, internships or practicums**

Not applicable.

6h **Additional information**

Additional information is available on the LearnOnline site for this unit (see section 4c, above). Reading this additional information is important and it is a requirement for students enrolled in this unit.

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.

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.