MAS 330

Network Cultures

S2 Day 2016

Department of Media, Music, Communication and Cultural Studies

Contents

General Information

Unit convenor and teaching staff
Senior Lecturer
Margie Borschke
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Y3A 159
Tuesdays 6-7pm (After lecture)

Credit points
3

Prerequisites
39cp

Corequisites

Co-badged status

Unit description
This unit explores the complex relation between technology and culture, in many forms. The impact of digital and networking technologies on contemporary cultural expression is examined with reference to social media, network culture and online media forms. The cultural and social implications of new media technologies are considered in the fields of intellectual property, notions of authorship, patterns of communication and consumption, the experience of space and time, consciousness, ethics and privacy. The representation of technology in art and science fiction is studied in detail. Broader social, political and cultural issues regarding technology are considered in the specific context of creative expression using new technologies.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand a range of theories of technology and society

Develop an expanded knowledge of the history of art and technology

Appreciate and evaluate the complex relationship between digital networked technology and culture

Assess contemporary art, media and network culture

Relate ideas and evaluate concepts in aesthetics

Develop a range of advanced critical and creative thinking attributes

General Assessment Information

- All assessment submissions are online via turnitin (assessment 1 and 2) or your ilearn blog (assessment 3). No paper or emailed submissions will be accepted. See individual assessment instructions for details.

- Late assessments (assessment 1 & 2) will be penalised by 10% per day (See Policies and Procedures for more detail)

- Prompts and instructions for your weekly blog post will be posted on iLearn. The Blog will close on November 7.

- Students should attempt all assessments.

- There will be time in class to ask questions about assessments and workshop your ideas in small groups. Please make use of this time. You may also post questions to the general discussion forum.

Assessment Tasks

Name	Weighting	Due
Creative Research Reports	40%	4/10/2016
Essay	40%	09/11/2017 23:59
Seminar Prep and Reflection	20%	07/11/2016

Creative Research Reports

Due: **4/10/2016**
Weighting: **40%**

TASK:

USE A THEORY TO ANALYSE SOME PHENOMENON IN NETWORK CULTURE Each week we discuss a range of theoretical ideas and concepts and think about how these theories can help us to understand network culture. For this assessment you will choose a thinker, theory or concept from weeks 1-7 and then use that idea to analyse a case study of your choosing. You may choose to study an artifact, platform, or practice that is relevant to one of the theories or concepts discussed in the readings and lectures in weeks 1-7. Your report will contain both text and other media (ie images, video, audio)

PRESENT YOUR ANALYSIS USING ONE OF THE FOLLOWING FORMS OF NETWORKED DISCOURSE:

1. Record a Pecha Kucha slideshow as a video essay (20 images X 20 seconds of audio) and post to youtube or vimeo.

2. Create a Buzzfeed listicle on Buzzfeed Community combining images with concise text (Apx 20 images + 20 sentences)

3. Create and Curate a series of Tumblr posts (Must include at least 20 original posts).

4. Write a multimedia networked essay using Storify, Medium or other relevant platform.

5. Record a 5 minute podcast/vodcast essay posted to a relevant video (vimeo/youtube) or audio site (soundcloud). (Please submit a copy of the script along with a link to your recording.)

6. Students can suggest their own format but they must submit a clear proposal if it is not on the list above.

Please note that students should choose a format that they can work with independently. We will discuss how to research and choose the right format and tools in class.

Length: You should aim for a project that takes about 5-7 minutes to read/watch and listen to. (It takes apx. 5 minutes to read 1000 words.)

Submission:

You will submit the following:

1. Submit your link + the text of your project (If you've made video or audio, submit the script) + bibliography as a word doc via turnitin.

2. Post a link to your project to your blog.

Assessment Criteria:

- The strength of your thesis and argumentation.
- Ability to identify debates and discussions in the academic literature.
- Ability to identify a relevant case study to use to critically analyse a concept or problem.
- The clarity of your project and your ability to communicate within the constraints of the form.
- Your ability to communicate your message using multimedia (ie picture research, audio or other audio visual)
- The overall success of your project as creative research

This is a formative assessment: feedback will include a grade out of 100, a qualitative rubric and comments from your marker.

On successful completion you will be able to:
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- Relate ideas and evaluate concepts in aesthetics

- Develop a range of advanced critical and creative thinking attributes

Essay

Due: **09/11/2017 23:59**

Weighting: **40%**

Submit online via the turnitin submission box:

- 1800-2000 word essay (Questions will be provided in week 4)

- A bibliography

- Citation style: Harvard

Assessment Criteria:

- Engagement with the course: Demonstration of a productive engagement with issues, ideas and theories raised by course material;

- Conceptual skills: Evidence of a clear sense of conceptual direction, and the development of a thoughtful discussion and analysis of your own

- Research skills: Evidence of an in-depth understanding of key issues, contexts, perspectives, theories and debates in the area; well-chosen examples and evidence to illustrate your arguments;

- Writing and presentation: clarity and coherence of expression, grammar, punctuation, sentence construction, layout

- Accurate and properly presented referencing (Harvard style)

This is a summative assessment. Feedback will include a grade out of 100 and a qualitative rubric.

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Seminar Prep and Reflection

Due: **07/11/2016**
Weighting: **20%**

Each week you should document your progress via your iLearn blog. You will be asked to experiment with a variety of networked genres and forms--see ilearn for weekly instructions. You should make use of whatever platform you are using. If your work can't be embedded in your post be sure to add a link to where the content is stored.* Each post should take between 15 minutes to an hour to complete (in addition to the time it takes you to complete the readings and attend the seminar.)

Each post should:

1. Summarize key concepts and/or Identify relevant examples, platforms or technologies as requested

2. Identify and reflect on any problems, questions or challenges that remain

3. Be posted in a timely fashion (ie Before the class on Tuesdays)

This assessment is about engagement and you are encouraged to take risks and experiment. Your posts will be visible to your classmates as well as the lecturer.

Assessment Criteria:

- You meet the required number of posts (min 8) (8 marks)
- Your posts are filed in a timely fashion (2 marks)
- The quality of the blog as a document of your learning activities and engagement (10 marks)

*It is the student's responsibility to ensure that all links are working and active. Do not expect that the grader will chase after your dead links.

This is a formative assessment. Feedback will include a grade out of 20 at the end of the unit. You will also receive feedback from your peers at various points during the semester and you should be prepared to discuss your work each week.

On successful completion you will be able to:
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Delivery and Resources

- REQUIRED READINGS AND OTHER MEDIA: Please consult the ilearn site for weekly readings and media.
- This unit will be delivered as a two-hour seminar. It will combine in-class lecture-style material with small group discussions activities and discussions.
- Lecture portions of the class will be recorded for review purposes only. Any discussion, activities or media viewed or listened to will not be available for review.
- Students will be assigned to study groups that will meet in class and, when requested, work on collaborative activities.
- Students are expected to make use of everyday information technologies to complete their assignments (i.e. Personal Computers, Smart Phones, freely available editing software and online publishing platforms). As this is not a production unit, students should not contact the department's technical staff for equipment or support. Challenge yourself but work within your technical abilities.
- The library has computers that you can access or borrow. http://www.mq.edu.au/about/campus-services-and-facilities/library/facilities/computer-facilities and there are other computer labs on campus.

Unit Schedule

PLEASE SEE ILEARN

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

Attendence

o Assessment tasks are aligned to the unit Learning Outcomes. Timely submission of assessment tasks is a unit requirement or penalties apply. 10% per day (including weekends) will be deducted for all late submissions unless Disruptions to Studies (including a request for an extension) is approved.

o You are required to attend all seminars. As participation in the process of learning is linked to and underpins the unit Learning Outcomes, you will need to either apply for Disruptions to Studies to cover any missed seminar (if the disruption is greater than three consecutive days) or supply appropriate documentation to your unit convenor for any missed seminar (if less than three consecutive days).

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Understand a range of theories of technology and society
- Develop an expanded knowledge of the history of art and technology
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- Develop a range of advanced critical and creative thinking attributes

Assessment tasks

- Creative Research Reports

- Essay

- Seminar Prep and Reflection

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Understand a range of theories of technology and society

- Develop an expanded knowledge of the history of art and technology

- Appreciate and evaluate the complex relationship between digital networked technology and culture

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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Understand a range of theories of technology and society

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Assessment tasks

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Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

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Assessment tasks

- Creative Research Reports
- Essay
- Seminar Prep and Reflection

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

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Learning outcomes

- Understand a range of theories of technology and society
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Assessment tasks

- Creative Research Reports
- Essay
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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms

effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Understand a range of theories of technology and society
- Develop an expanded knowledge of the history of art and technology
- Appreciate and evaluate the complex relationship between digital networked technology and culture
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Assessment tasks

- Creative Research Reports
- Essay
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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Understand a range of theories of technology and society
- Develop an expanded knowledge of the history of art and technology
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- Develop a range of advanced critical and creative thinking attributes

Assessment tasks

- Creative Research Reports

- Essay

- Seminar Prep and Reflection

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Understand a range of theories of technology and society

- Develop an expanded knowledge of the history of art and technology

- Appreciate and evaluate the complex relationship between digital networked technology and culture

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Assessment tasks

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Changes from Previous Offering

In class pecha kucha presentation has been replaced with the creative research project.