



MAS 316

Media Futures

S2 Day 2016

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Andrew Frost

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Contact via andre

Y3A 165

Please email for an appointment.

Alex Mesker

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Credit points

3

Prerequisites

(Admission to BA-Media or BA-MediaLLB or BA in Media) and 3cp in MAS units at 300 level

Corequisites

Co-badged status

Unit description

Media Futures links the skills, knowledge and insights students have gained from various Media programs to relevant future pathways. With a particular emphasis on potential work in industry, research or creative practice, the unit actively solicits the strengths and interests of students to create a negotiated curriculum. That is, students help contour the unit in ways that reflect and exploit their plans and/or interests post graduation. To help students appreciate these possibilities, there will be guest speakers from pertinent fields and professions. In light of generic graduate capabilities as well as skills and knowledge specific to Media, these guests will address questions and concerns from students in Media Futures, as well as impart additional information, advice and observation.

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:

Identify and explain dominant trends, opportunities and challenges within contemporary

media industries

Interpret contemporary media phenomena through discipline-specific theories and concepts

Appraise the academic scaffolding of a Media degree, particularly in terms of possible pathways post graduation

Formulate discipline-specific arguments and analyses in dynamic contexts, and articulate these arguments in both oral and written form

Relate, compare and judge how significant media figures and/or industries respond to contemporary challenges, trends and/or opportunities

General Assessment Information

Learning Outcomes and Assessment Tasks

Each MAS316 assessment task is tied to unit learning outcomes by encouraging you to critically assess your study during the course of your degree and to think expansively about your career plans after graduation.

The key to a successful engagement with the unit is to be able to **identify and explain dominant trends, opportunities and challenges within contemporary media industries** - that is, to draw on relevant research to be able to understand how your sector of the creative industries has evolved, where it currently stands and where it might be going.

Through reading, listening and watching on and offline materials you'll be able to **interpret contemporary media phenomena through discipline-specific theories and concepts** while **appraising the academic scaffolding of a Media degree, particularly in terms of possible pathways post graduation**. This simply means that you'll be aware of the landscape of the creative industries in both practice and theory while having an appreciation of how theory in an academic context applies after graduation. Through your research and engagement with unit material you'll be able to **formulate discipline-specific arguments and analyses in dynamic contexts, and articulate these arguments in both oral and written form** while **relating, comparing and judging how significant media figures and/or industries respond to contemporary challenges, trends and/or opportunities**. To do this, you need to read, write and listen to the online interviews.

Assessment Tasks

Name	Weighting	Due
<u>Reflective Essay</u>	20%	Friday, September 9, 2016
<u>Seminar Research Presentation</u>	40%	As Scheduled

Name	Weighting	Due
<u>Portfolio</u>	40%	Friday November 4, 5pm

Reflective Essay

Due: **Friday, September 9, 2016**

Weighting: **20%**

Between weeks 1 and 4, a series of audio interviews with creative industry practitioners will be made available on the unit's iLearn page. These practitioners will represent a range of creative industry sectors, experience and areas of expertise. You'll be able to access the interviews each week as they are posted. Choosing a minimum of three of these interviews, you'll write a 750 word reflection based on the following question: "Of the various people that've been interviewed, which 3 have you found the most engaging, interesting and/or helpful in terms of your aims or aspirations after graduation?"

The essay is due 11.59pm, Friday, September 9, 2016.

Marking Criteria

- Pertinence: a clearly articulated link between the industry/profession of the speaker(s) and the student's career planning
- Content: key insights and/or anecdotes are linked to post-graduation goals
- Presentation: the writing is clear, succinct and grammatically correct

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Seminar Research Presentation

Due: **As Scheduled**

Weighting: **40%**

MAS316 is conducted in intensive mode with four 2-hour seminars scheduled through the semester in weeks 5, 7, 8 & 9 [check [MQ Timetables](#) for times and locations]. You are required to attend each of the four seminars in person.

You will also be scheduled to make a 10-15 minute research presentation in one of those seminars. Your presentation time and date will be posted on the unit's iLearn page.

The presentation will answer the following question: **What are the difficulties and opportunities of developing a career in your chosen field over the coming years with reference to developments in the sector over the last decade?**

Your presentation will offer a critical analysis of the sector of your choosing by citing academic and non academic studies and reports, media coverage and commentary on developments in that sector, and you will discuss how those developments shape and effect that sector today.

For example:

* If you intend to become a journalist, you could discuss developments in news publishing such as the downsizing of staff by major news outlets, the parallel need for journalists to become multi-skilled in their abilities to produce various kinds of media content, while also nominating a potential area of growth in new media journalism in the coming years.

* If you are intending to work in the film and TV industry you might discuss the growth in micro budget film production and potential venues for independent online and offline distribution.

* If you are thinking of becoming a professional musician or music producer, you might discuss the impact of reduced royalties with the advent and expansion of online streaming music services such as Spotify and what this means for a new artist launching a career in the next few years.

*If you are interested in a career in marketing or PR, you might discuss the impact of online rich media and how web analytics have expanded markets while focusing promotional and marketing from groups to individuals.

In essence this research presentation assessment is asking you to think of the career you want to pursue and the impacts past changes are having on that industry, while thinking about how new technologies, ways of working and thinking are sharing future opportunities.

The above are only examples - you need to think about your career plans and the industry you will enter.

You'll need to do research to make a cogent and convincing argument. The first place to start is the library - search for industry journals and other related publications by the topic you have chosen [e.g. 'songwriter royalties', 'rich media marketing', 'independent film distribution' etc]. Then widen the search by searching in relevant news media [eg. e.g. business news etc]. It also important to base your presentation in relevant academic texts [journal articles, book chapters, etc]. These will give you a good grounding in the debates on the industry.

*** Your presentation will be accompanied by visuals in a PowerPoint [or similar]**

presentation

*** You will provide your tutor a paper copy of your references along with your name and student number**

Definitions: by **sector** we're referring to any identifiable sub sector of the creative industries such as design, music performance or production, acting, dance, public relations, visual art, writing and journalism, publishing etc

By **critical analysis** we mean the ability to synthesise research materials from across your course research and practice, a comparative analysis of research, and the ability to understand the field with both theoretical and practical frames of reference.

Marking Criteria

- Pertinence: a clearly articulated link between the industry/sector and research presented in the presentation
- Content: key insights linked to post-graduation goals and conception of opportunities and difficulties
- Presentation skills: the presentation is clear, well articulated and structured
- Depth of research: the presentation demonstrates a depth of research

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Portfolio

Due: **Friday November 4, 5pm**

Weighting: **40%**

Looking back over the work you have produced for various units in the course, you will reassess the best of this work and present it within a critically discursive framework in a portfolio form of your choice. You will discuss the key outcomes from your participation in the course with reference to **five pieces** that you have produced and these can include any combination of text, image, sound and moving image.

The form of the portfolio can be:

- Presentation to camera - a to-camera spoken word recitation/performance recorded and edited on video - 10 mins max
- Presentation and production - a mixture of to-camera spoken word presentation and media production [such as excerpts of music, additional footage, movie clips etc] recorded and edited on video - 10 mins max
- Text and media - a text and image document in PDF format with embedded media files and/or links to YouTube or Vimeo clips - 5 x 500 word reflections on the works presented plus a 200 word introduction [2,800 words total], plus images/media
- Text only - 5 x 500 word reflections on the works presented plus a 200 word introduction [2,800 words total]

Submission via Turnitin accessed via a link on the unit iLearn page.

Marking Criteria

Pertinence: a clearly articulated link between the work presented in the portfolio and your critical framework/understanding of that work

Content: key insights linked to post-graduation goals, the development of the work presented over the duration of the course and its future potential

Presentation: the form chosen for the portfolio enhances an understanding of the work presented; the portfolio is technically proficient, conforms to the guidelines above

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Delivery and Resources

Announcements and Discussions Board

Since MAS316 is offered in intensive mode it's essential to keep up to date with late changes by regularly accessing your student email and checking in with the unit discussion board on iLearn.

The discussion board is also the venue to ask questions about assignments and other unit related issues. As a publicly visible discussion board answers to questions will be available to all students in the unit.

Seminars

Times and locations of unit seminars can be found on Macquarie University [Timetables](#).

Technology Used and Required

Access to iLearn, to university library databases and a computer to complete written assignments is essential. You will need access to appropriate software in order to complete assignments to a suitable professional level.

Late Submissions

Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Disruption to Studies is made and approved.

Tasks above 10%. Students who submit late work without an extension will receive a penalty of 10% per day. This penalty does not apply for cases in which an application for Disruption to Studies is made and approved.

Assignment Submissions

All written work must be submitted to Turnitin, via the link on iLearn. Please make sure your full name and student number appear on the first page of your document. Students should ensure that they can receive emails sent to their MQ email address.

Unit Schedule

Week 1 - August 2nd Lecture: Introduction: What is a capstone unit? **Location:** Y3A T1 **Time:** Tuesday, 1-2pm

This introductory lecture will explain what a capstone unit is and the requirements are for assessment. We'll also discuss examples of past student work that earned HDs as a guide to the assignments. You'll also be able to ask questions. **This lecture will also be available via Echo on the unit iLearn page.**

Weeks 2 - 4 - Student directed research period

This period is for students to commence research for their seminar presentations and reflective essay. There are no scheduled seminars.

Week 5 - Unit Seminars and Research Presentations Begin

The first week of seminars begins. Check [Timetables.mq](#) for times and locations

Week 6 - Reflective Essay Due [No seminars]

Week 7 - Unit Seminars and Research Presentations

Mid Semester Break

Week 8 - Unit Seminars and Research Presentations

Week 9 - Unit Seminars and Research Presentations Conclude

Week 10 October 18 - **Lecture:** Portfolio Assignment Discussion and Q&A **Location:** Y3A T1 **Time:** Tuesday, 1-2pm

This lecture will discuss the portfolio assessment task that is due in week 12. We'll discuss examples of past student work that earned HDs as a guide to the assignment. You'll also be able to ask questions. **This lecture will also be available via Echo on the unit iLearn page.**

Week 11 - Portfolio Production Week

This week is for working on your portfolio and readying it for submission in week 12. There are no seminars.

Week 12 - Portfolio Due Friday, November 4.

This week is for finalising on your portfolio, due Friday. There are no seminars.

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/departments/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

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 outcome

- Formulate discipline-specific arguments and analyses in dynamic contexts, and articulate these arguments in both oral and written form

Assessment tasks

- Reflective Essay
- Seminar Research Presentation
- Portfolio

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

- Appraise the academic scaffolding of a Media degree, particularly in terms of possible pathways post graduation
- Relate, compare and judge how significant media figures and/or industries respond to contemporary challenges, trends and/or opportunities

Assessment task

- Seminar Research Presentation

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

- Appraise the academic scaffolding of a Media degree, particularly in terms of possible pathways post graduation
- Relate, compare and judge how significant media figures and/or industries respond to contemporary challenges, trends and/or opportunities

Assessment tasks

- Reflective Essay
- Seminar Research Presentation

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.

This graduate capability is supported by:

Learning outcomes

- Interpret contemporary media phenomena through discipline-specific theories and concepts
- Formulate discipline-specific arguments and analyses in dynamic contexts, and articulate these arguments in both oral and written form

Assessment tasks

- Reflective Essay
- Seminar Research Presentation
- Portfolio

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.

This graduate capability is supported by:

Learning outcomes

- Identify and explain dominant trends, opportunities and challenges within contemporary media industries
- Interpret contemporary media phenomena through discipline-specific theories and concepts
- Formulate discipline-specific arguments and analyses in dynamic contexts, and articulate these arguments in both oral and written form

Assessment tasks

- Reflective Essay
- Seminar Research Presentation
- Portfolio

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.

This graduate capability is supported by:

Learning outcome

- Formulate discipline-specific arguments and analyses in dynamic contexts, and articulate these arguments in both oral and written form

Assessment tasks

- Reflective Essay
- Seminar Research Presentation
- Portfolio

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

- Identify and explain dominant trends, opportunities and challenges within contemporary media industries
- Formulate discipline-specific arguments and analyses in dynamic contexts, and articulate these arguments in both oral and written form

Assessment tasks

- Reflective Essay
- Seminar Research Presentation
- Portfolio

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:

Assessment tasks

- Reflective Essay
- Portfolio

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:

Assessment tasks

- Seminar Research Presentation
- Portfolio

Changes from Previous Offering

After consultation and feedback with students who undertook MAS316, the unit has been redesigned. The new unit design offers students the opportunity to engage with unit content at their own pace and to shape that engagement based on their own career plans in the creative industries.

