MECO704
Disruptive Technologies
S1 Day 2016
Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff
Unit convenor
John Potts
john.potts@mq.edu.au
Contact via 9850 2163
Y3A 165J
Tuesday 11 - 1

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
Learn how to produce, improve and demonstrate your creative imagination, reasoning and skills through an appreciation of texts (literary, music/sound, film, performative, theoretical) using critical reflection and analytic tools. This unit will provide opportunities for critical reflection and/or creative production relevant to specific disciplinary areas.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Gain advanced knowledge of the literature on media disruption (Graduate Capabilities 2, 3, 6)
2. Consolidate theoretical knowledge and understanding specific to the discipline of media studies (GC 1, 2, 3 & 6)
3. Communicate knowledge and critical expertise in written and spoken forms to professional audiences (GC 4, 5 & 6)
4. Situate an understanding of media practice within a broader theoretical and economic framework (GC 2, 5 & 6)
5. Apply knowledge and ideas in a critical analysis of contemporary media and internet culture (GC 1, 3 & 6)

**General Assessment Information**

The minor and major essays are to be emailed as PDF or Word document to the convenor by the due date.

Marking criteria for the two essays is included below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>85-100</td>
</tr>
<tr>
<td>D</td>
<td>Distinction</td>
<td>75-84</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>65-74</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>50-64</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0-49</td>
</tr>
</tbody>
</table>

**Criteria for Assessment of Essays**

<table>
<thead>
<tr>
<th>High Distinction (85-100)</th>
<th>Distinction (75-84)</th>
<th>Credit (65-74)</th>
<th>Pass (50-64)</th>
<th>Fail (0-49)</th>
</tr>
</thead>
</table>

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*Unit guide* MECO704 Disruptive Technologies

[http://unitguides.mq.edu.au/unit_offerings/71722/unit_guide/print](http://unitguides.mq.edu.au/unit_offerings/71722/unit_guide/print)
<table>
<thead>
<tr>
<th>Conceptual</th>
<th>Demonstrates a clear understanding of the topic and links this idea to related or contrasting concepts. Examples used clearly and effectively link to this central idea, and may address wider debates. Examples may be linked together to develop secondary arguments.</th>
<th>Demonstrates a clear understanding of the topic, and may link this idea to related or contrasting concepts or arguments.</th>
<th>Demonstrates a clear understanding of the topic. Most examples chosen illustrate this idea effectively, although there may be some points where links could be clearer.</th>
<th>Shows a fair understanding of the topic but includes some errors or vagueness. Case studies or examples may generally link to the idea, but not illustrate it effectively or may lead to confusion.</th>
<th>May include major misunderstanding of the topic. There may be no examples or the examples chosen may not relate to key ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources</td>
<td>Identifies and effectively uses appropriate sources, including some found independently of convenor’s help. May use a number of sources. Shows an understanding of the differences and similarities between the sources used.</td>
<td>Identifies and effectively uses appropriate sources. Demonstrates effort to move beyond texts set for class.</td>
<td>Identifies and uses appropriate sources. These may be restricted to those suggested by convenor.</td>
<td>Identifies and uses at least some appropriate sources. These may be restricted to those suggested by convenor. The assignment may draw on only one main source.</td>
<td>Shows little evidence of reading or research. The assignment may rely primarily on lectures.</td>
</tr>
<tr>
<td>Communication</td>
<td>Strategy for communicating ideas reveals imagination, flair, ambition or possibly perspectives drawn from other units or outside interests. Case studies or examples are innovative and original.</td>
<td>Clear evidence of having thought carefully about a strategy for communicating ideas. Case studies or examples are innovative and/or effectively developed.</td>
<td>Evidence of a considered strategy for communicating ideas, although this strategy may not be entirely effective. Case studies or examples are thoughtfully selected.</td>
<td>There may be evidence of having thought about a strategy for communicating ideas but this strategy may not be particularly effective. At the lower end of the pass range, case studies or examples may be primarily drawn from materials provided by the tutor or lecturer.</td>
<td>Little evidence of thought about the appropriate communication strategies. The work may be rushed with little evidence of planning. Case studies may be topical but are not connected to issues or debates within the discipline.</td>
</tr>
<tr>
<td>Style and Referencing</td>
<td>Dynamically written, well proofread and fluently written – a pleasure to read. Full and accurate referencing.</td>
<td>Fluently written and well proofread. Full and accurate referencing.</td>
<td>Clearly written with complete referencing but may have some minor errors.</td>
<td>Generally clearly written but may include some unclear passages or hyperbole. Fairly complete referencing but may have some errors in ordering of information or some minor pieces of missing information.</td>
<td>Poorly written, incoherent, showing little evidence of proofreading. Little or no referencing.</td>
</tr>
</tbody>
</table>
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Essay</td>
<td>30%</td>
<td>2 May</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
<td>6 June</td>
</tr>
<tr>
<td>Major Essay</td>
<td>50%</td>
<td>14 June</td>
</tr>
</tbody>
</table>

**Minor Essay**

Due: **2 May**
Weighting: **30%**

A minor research essay relating to media industries and disruption. Is disruption an appropriate and accurate description of the impact of internet and digital technologies on media industries? Word length is 2,000 words.

This Assessment Task relates to the following Learning Outcomes:

- Gain advanced knowledge of the literature on media disruption (Graduate Capabilities 2, 3, 6)
- Consolidate theoretical knowledge and understanding specific to the discipline of media studies (GC 1, 2, 3 & 6)
- Communicate knowledge and critical expertise in written and spoken forms to professional audiences (GC 4, 5 & 6)
- Situate an understanding of media practice within a broader theoretical and economic framework (GC 2, 5 & 6)
- Apply knowledge and ideas in a critical analysis of contemporary media and internet culture (GC 1, 3 & 6)

**Presentation**

Due: **6 June**
Weighting: **20%**

A presentation delivered to the seminar group on a case study of disruption to a specific media industry or form. Presentations should be twenty minutes in duration and take place in the seminars of Weeks 11 - 13.

This Assessment Task relates to the following Learning Outcomes:
• Gain advanced knowledge of the literature on media disruption (Graduate Capabilities 2, 3, 6)
• Consolidate theoretical knowledge and understanding specific to the discipline of media studies (GC 1, 2, 3 & 6)
• Communicate knowledge and critical expertise in written and spoken forms to professional audiences (GC 4, 5 & 6)
• Situate an understanding of media practice within a broader theoretical and economic framework (GC 2, 5 & 6)
• Apply knowledge and ideas in a critical analysis of contemporary media and internet culture (GC 1, 3 & 6)

Major Essay
Due: 14 June
Weighting: 50%

This essay is the major research paper on a topic of your choice within the domain of media forms, media industry and technological disruption. The essay should focus on a specific media industry, and may build on the case study included in the presentation. Word limit is 3,500 words.

This Assessment Task relates to the following Learning Outcomes:
• Gain advanced knowledge of the literature on media disruption (Graduate Capabilities 2, 3, 6)
• Consolidate theoretical knowledge and understanding specific to the discipline of media studies (GC 1, 2, 3 & 6)
• Communicate knowledge and critical expertise in written and spoken forms to professional audiences (GC 4, 5 & 6)
• Situate an understanding of media practice within a broader theoretical and economic framework (GC 2, 5 & 6)
• Apply knowledge and ideas in a critical analysis of contemporary media and internet culture (GC 1, 3 & 6)

Delivery and Resources
The unit is in the form of weekly two hour seminars. Readings will be provided by the convenor.

Unit Schedule
Week 2: 7 March - Unit introduction
Week 3: 14 March - **What is Media Disruption?**


Janneke Adema, 'Our Take on Disruption', disruptivemedia.org.uk, 2014


Online resources: Centre for Disruptive Media: disruptivemedia.org.uk

Disruption in the Media Economy - David Campbell: david-campbell.org

MediaDisruption: mediadisruption.com

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Week 4: 21 March - **Disruption and Journalism**


Jennifer Beckett and Catharine Lumby, 'Reading and Writing the News in the Fifth Estate', *The Future of Writing*, 2014

Note: Chapters from *The Future of Writing* (e-book) are available for download from the library online catalogue.


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Week 5: 28 March - **Easter Break**

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Week 6: 4 April - **The Publishing Industry** (Jan Zwar)


Note: the full text of this Research Paper is available on request to the convenor.

**MID-SEMESTER BREAK**
Week 7: 25 April - **Anzac Day Break**

Week 8: 2 May - **The Music Industry: The Internet's First Victim? (Steve Collins)**

Week 9: 9 May: **The Music Industry: The Internet's Open Door Policy (Steve Collins)**
Reading: Steve Collins and Sherman Young, *Beyond 2.0: The Future of Music*, London: Equinox, 2014, Chapters 3 & 4

Week 10: 16 May: **Screen Media Disrupted (Karen Pearlman)**


Weeks 11 - 13: 23 May - 6 June: **Student Presentations**

**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:


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

Disruption to Studies Policy [Website](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: [Website](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.

MMCCS re-mark procedure: Additional information MMCCS website [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 [Website](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 [Website](http://students.mq.edu.au/support/)

**Learning Skills**

Learning Skills ([Website](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 Enquiry Service**

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

**Equity 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.
IT Help

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

The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Gain advanced knowledge of the literature on media disruption (Graduate Capabilities 2, 3, 6)
- Apply knowledge and ideas in a critical analysis of contemporary media and internet culture (GC 1, 3 & 6)

**Assessment tasks**

- Minor Essay
- Presentation
- Major Essay

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcomes**

- Consolidate theoretical knowledge and understanding specific to the discipline of media studies (GC 1, 2, 3 & 6)
- Situate an understanding of media practice within a broader theoretical and economic framework (GC 2, 5 & 6)
Assessment tasks

• Minor Essay
• Presentation
• Major Essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

• Gain advanced knowledge of the literature on media disruption (Graduate Capabilities 2, 3, 6)
• Consolidate theoretical knowledge and understanding specific to the discipline of media studies (GC 1, 2, 3 & 6)
• Situate an understanding of media practice within a broader theoretical and economic framework (GC 2, 5 & 6)
• Apply knowledge and ideas in a critical analysis of contemporary media and internet culture (GC 1, 3 & 6)

Assessment tasks

• Minor Essay
• Presentation
• Major Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

• Apply knowledge and ideas in a critical analysis of contemporary media and internet culture (GC 1, 3 & 6)
Assessment tasks

• Minor Essay
• Presentation
• Major Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

• Communicate knowledge and critical expertise in written and spoken forms to professional audiences (GC 4, 5 & 6)

Assessment tasks

• Minor Essay
• Presentation
• Major Essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcome

• Communicate knowledge and critical expertise in written and spoken forms to professional audiences (GC 4, 5 & 6)

Assessment tasks

• Minor Essay
• Presentation
• Major Essay