



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

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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 <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

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)

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:

HD	High Distinction	85-100
D	Distinction	75-84
CR	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Criteria for Assessment of Essays

	High Distinction (85-100)	Distinction (75-84)	Credit (65-74)	Pass (50-64)	Fail (0-49)
Conceptual	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.	Demonstrates a clear understanding of the topic, and may link this idea to related or contrasting concepts or arguments.	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.	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.	May include major misunderstandings of the topic. There may be no examples or the examples chosen may not relate to key ideas.
Sources	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.	Identifies and effectively uses appropriate sources. Demonstrates effort to move beyond texts set for class.	Identifies and uses appropriate sources. These may be restricted to those suggested by convenor.	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.	Shows little evidence of reading or research. The assignment may rely primarily on lectures.

Communication	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.	Clear evidence of having thought carefully about a strategy for communicating ideas. Case studies or examples are innovative and/or effectively developed.	Evidence of a considered strategy for communicating ideas, although this strategy may not be entirely effective. Case studies or examples are thoughtfully selected.	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.	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.
Style and Referencing	Dynamically written, well proofread and fluently written – a pleasure to read. Full and accurate referencing.	Fluently written and well proofread. Full and accurate referencing.	Clearly written with complete referencing but may have some minor errors.	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.	Poorly written, incoherent, showing little evidence of proofreading. Little or no referencing.

Assessment Tasks

Name	Weighting	Due
<u>Minor Essay</u>	30%	2 May
<u>Presentation</u>	20%	6 June
<u>Major Essay</u>	50%	14 June

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.

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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?

Reading: Clayton M. Christensen, 'Introduction', *The Innovator's Dilemma*, Second Edition, New York: HarperBusiness, 2000

Jill Lepore, 'The Disruption Machine: What the Gospel of Innovation Gets Wrong', *The New Yorker*, 23 June, 2014, pp. 30-36

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

Additional Reading: John Potts, 'The Big Now and the Faraway Then', Chapter 5 in *The New Time and Space*, Basingstoke: Palgrave Macmillan, 2015. Note: Chapters from *The New Time and Space* (e-book) are available for download from the library online catalogue.

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

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

MediaDisruption: mediadisruption.com

Week 4: 21 March - Disruption and Journalism

Reading: John Potts, 'Introduction', *The Future of Writing*, Basingstoke: Palgrave Pivot, 2014

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.

Michael Massing, 'Digital Journalism: How Good Is It?/The Next Generation', *The New York Review of Books*, 4 June and 25 June 2015

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

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

Reading: Jan Zwar, 'Introduction' in *Disruption and Innovation in the Australian Book Industry: Case Studies of Trade and Education Publishers*, Macquarie Economics Research Paper, February 2016

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)**

Reading: Steve Collins and Sherman Young, *Beyond 2.0: The Future of Music*, London: Equinox, 2014, Chapters 1 & 2

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)**

Reading: Jacob Weisberg, 'TV vs the Internet: Who Will Win?', *The New York Review of Books*, 8 October, 2015

Additional Reading: Report on Cinema in Australia: An Industry Profile (<http://hdl.handle.net/1959.3/312955>) and the various resources on the Screen Australia Research site: <https://www.screenaustralia.gov.au/research/default.aspx>

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:

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.

MMCCS re-mark procedure: Additional information MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_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

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

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