



# MECO704

## Disruptive Media

S2 Day 2018

*Department of Media, Music, Communication and Cultural Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit convenor

Catharine Lumby

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By appointment

Justine Martin

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit examines the question of disruptive innovation in the context of media industries. Case studies considered in the unit include journalism, publishing, the music industry, and screen media.

## 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

All assignments must be submitted through Turnitin on the ILearn site.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (including weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

For further information on the policy on in-session remarks please use this link to access the appropriate form. <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Presentation</u>	40%	No	Oct 6- 27th
<u>Major Essay</u>	60%	No	23rd November

### Presentation

Due: **Oct 6- 27th**

Weighting: **40%**

A major presentation delivered to the seminar group on a case study of media disruption or social media using critical theories we have explored in the course. Students are encouraged to apply critical theories in their case study. Presentations should be twenty minutes in duration and will take place in the after the semester break.

#### Assessment Rubric:

**Fail:** Does not demonstrate original thinking. Does not demonstrate critical engagement with key texts. Does not demonstrate creative attention to presentation or engagement of fellow research students.

**Pass:** Demonstrates limited original thinking. Demonstrates limited critical engagement with key texts. Demonstrates a basic attempt at creative attention to presentation and engagement of fellow research students.

**Credit:** Demonstrates some evidence of original thinking. Demonstrates ability to engage with key texts. Demonstrates an attempt at creative attention to presentation and engagement of

fellow research students.

**Distinction:** Demonstrates strong evidence of original thinking. Demonstrates a high ability to engage with key texts. Demonstrates a strong attempt at creative attention to presentation and engagement of fellow research students.

**High Distinction:** Demonstrates exceptional evidence of original thinking. Demonstrates an excellent ability to engage with key texts. Demonstrates excellence in paying creative attention to presentation and engagement of fellow research students

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: **23rd November**

Weighting: **60%**

This essay is the major research paper on a topic of your choice within the domain of media forms, media industry, technological disruption and social media. 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.

### Assessment Rubric

**Fail:** Fails to demonstrate advanced knowledge of the literature or an ability to situate a chosen site of media practice in a broader theoretical framework. Does not apply ideas in a critically informed manner or use appropriate referencing or examples.

**Pass:** Demonstrates a limited knowledge of the literature and an ability to situate a chosen site of media practice in a broader theoretical framework. Applies ideas in a limited critically informed manner and uses basic referencing and examples.

**Credit:** Demonstrates a knowledge of the literature and an ability to situate a chosen site of media practice in a broader theoretical framework. Applies ideas in a critically informed manner and uses referencing and example to support an argument.

**Distinction:** Demonstrates a high knowledge of the literature and an ability to situate a chosen site of media practice in a broader theoretical framework. Applies ideas in a original and critically informed manner and uses relevant referencing and examples.

**High Distinction:** Demonstrates an excellent knowledge of the literature and an excellent ability to situate a chosen site of media practice in a broader theoretical framework. Applies ideas in a creative and h

On successful completion you will be able to:

- Gain advanced knowledge of the literature on media disruption (Graduate Capabilities 2, 3, 6)
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- 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 in hard copy form.

## Unit Schedule

### Week 2: Unit introduction

### Week 3: 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](http://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](http://disruptivemedia.org.uk)

Disruption in the Media Economy - David Campbell: [david-campbell.org](http://david-campbell.org)

MediaDisruption: [mediadisruption.com](http://mediadisruption.com)

## Week 4: 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: Politics and Disruption

## Week 6: 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.

## Week 7:

### MID SEMESTER BREAK

## Week 8: Social Media and The New Public Sphere

Nancy Baym (2010), 'Making New Media Make Sense', *Personal Connections in the Digital Age*, Polity, Cambridge, pp. 22-49.

Nancy Baym and danah boyd (2012), 'Socially Mediated Publicness', *Journal of Broadcasting and Electronic Media*, 56 (3), pp. 320-329.

## Week 9 : Social media and the limits to speech

Lawrence Lessig (2010), 'Getting our values around copyright right', *Edacause Review*, 45(2), pp. 26-42.

danah boyd and Kate Crawford (2012), 'Critical Questions for Big Data', *Information, Communication and Society*, 15(5), pp. 662-679.

Terry Flew and Bonnie Lui (2011), 'Globally Networked Public Spheres? The Australian Media Reaction to Wikileaks', *Global Media Journal Australian Edition*, 5 (1), pp. 1-13.

Emma Jane (2012), 'You're a Ugly, Whorish Slut: Understanding E-bile', *Feminist Media Studies*, 14(4), pp. 531-546.

## Week 10: Social Media and the Post-Truth Era

W. Lance Bennett (2012), 'The Personalisation of Politics: Political Identity, Social Media, and Changing Patterns of Participation', *The Annals of the American Academy*, AAPSS, 644, November, pp. 20-38.

Clay Shirky (2011), 'The Political Power of Social Media', *Foreign Affairs*, Vol.90, Issue 1, pp. 28-41.

## Weeks 11 - 13: Student Presentations

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](http://ask.mq.edu.au).

## 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](http://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](http://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/](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

- 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

- 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**

- 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**

- 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

- 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

- Presentation
- Major Essay

## Changes since First Published

Date	Description
06/08/2018	Updated weekly schedule