MAS 240

Cybercultures

S1 Day 2019

Department of Media, Music, Communication and Cultural Studies

Contents

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General Information

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Credit points
3

Prerequisites 12cp including ((6cp in MAS units at 100 level) or (3cp in MAS units at 100 level and 3cp in COMP units at 100 level))
Corequisites
Co-badged status

Unit description
This unit introduces students to debates surrounding the internet and the world wide web. It articulates some of the complex relationships between technology and society, and examines how new media technologies may shape our contemporary mediascape and our lives. Students undertaking this unit learn how to design and create simple web sites, analyse cybercultures, and engage with key debates surrounding new media technologies. The production component of this unit is introductory and does not require any special software or prior knowledge. It is complemented by a theoretical analysis of cybercultures in which key opportunities and threats posed by new media technologies are explored.

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 cybercultures in a contemporary and historical context

Develop and convey theoretical understandings of cybercultures

Develop and apply critical analysis to contemporary cybercultures

Develop academic research skills

Analyse and evaluate contemporary online media platforms, environments and services

Apply current Web design practices to produce a functional Web site project

General Assessment Information

General Assessment Grading Information

GRADE	RANGE	STATUS	DESCRIPTION
HD	85-100	Pass	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.

D	75-84	Pass	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.
CR	65-74	Pass	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.
P	50-64	Pass	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F	0-49	Fail	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.

For full assessment rubrics please refer to iLearn

Examples

Where appropriate examples of assessments will be provided in tutorials, or posted on iLearn.

Feedback

Feedback on assessments will be provided through iLearn.

General feedback on student active participation performance will be given by tutors in class, and students are encouraged to talk directly with their tutor, or the unit convenor, if they would like more detailed individual feedback.

Assessment Tasks

Name	Weighting	Hurdle	Due
Active Participation	10%	No	Ongoing
iLearn Quiz 1	10%	No	11:59pm Sunday Week 5
iLearn Quiz 2	10%	No	11:59pm Sunday Week 9
Major Essay	40%	No	11:59pm Friday Week 12
Website Project	30%	No	Week 13 (in your workshops)

Active Participation

Due: **Ongoing**
Weighting: **10%**

The purpose of tutorials is for students to discuss the weekly topics and readings to enrich their understanding. All students are required to engage in tutorial discussion. This means arriving at tutorials having completed set readings and being prepared to discuss issues arising.

The format of tutorials is based around student-led discussions and activities. Your responses to your peers will form the basis of your engagement mark.

Attendance is not the same as engagement. Students receive no marks for simply attending tutorials.

Assessment criteria:

- Engagement with the readings
- Engagement with lecture material
- Ability to relate key theoretical ideas to previous readings and/or independent research
- Willingness to contribute to class discussion by asking relevant questions, answering other students questions, treating other students with respect and behaving appropriately (e.g. not talking whilst tutor or other students talking)

On successful completion you will be able to:
- Understand cybercultures in a contemporary and historical context
- Develop and convey theoretical understandings of cybercultures
- Develop and apply critical analysis to contemporary cybercultures
- Develop academic research skills
- Analyse and evaluate contemporary online media platforms, environments and services

iLearn Quiz 1

Due: **11:59pm Sunday Week 5**
Weighting: **10%**

Students will undertake a timed multiple-choice quiz administered via iLearn. The content of the quiz will relate to readings, lectures, and tutorial discussions undertaken thus far in the unit, including the week 5 material. The quiz will be taken individually and will require students to be up-to-date on MAS240 material, including lectures and readings.

This assignment should be completed in a timely fashion and the quiz will close automatically at the stated deadline. Late attempts will only be allowed if special consideration has been granted.

Assessment criteria

• Number of multiple-choice questions answered correctly

On successful completion you will be able to:

- Understand cybercultures in a contemporary and historical context
- Develop and convey theoretical understandings of cybercultures
- Develop academic research skills

iLearn Quiz 2

Due: **11:59pm Sunday Week 9**
Weighting: **10%**

Students will undertake a 2nd timed multiple-choice quiz administered via iLearn. The content of the quiz will relate to readings, lectures, and tutorial discussions undertaken between weeks 6-9 inclusive. The quiz will be taken individually and will require students to be up-to-date on MAS240 material, including lectures and readings.

This assignment should be completed in a timely fashion and the quiz will close automatically at the stated deadline. Late attempts will only be allowed if special consideration has been granted.

Assessment criteria

• Number of multiple-choice questions answered correctly

On successful completion you will be able to:

- Understand cybercultures in a contemporary and historical context
- Develop and convey theoretical understandings of cybercultures
- Develop academic research skills

Major Essay

Due: **11:59pm Friday Week 12**
Weighting: **40%**

Students are required to submit a 2000 word essay on a topic of their choosing exploring a specific new media technology/platform/practice.

Students should select a new media technology/platform/practice and construct an academic argument around it. It needs to be a specific argument, that tells the reader something about the relationship between this new media technology/platform/practice and society more generally. Don't just give a technological description or history. For example the argument: 'Facebook has facilitated new forms of protest' would be a good topic, whereas a broad history of Facebook's technological development would fail.

The essay should do the following (it does not have to be in this order):

- Briefly describe the historical development of your new media technology/platform/ practice in relation to your overall argument (Do not go into unnecessary detail, 1 paragraph should be enough for most technologies)

- Articulate a sophisticated academic argument about this new media technology/platform/ practice
- Critically analyse the cultures that surround the technology/platform/practice and explain why they are important or significant
- Examine any conflicts and tensions that surround the technology/platform/practice
- State why it is important to understand this new media technology/platform/practice in this way

Essays must use at least one article from the reader, and at least two from your own research.

Essays must use media studies and/or cultural studies academic texts, and develop an argument in line with these approaches. If you are unsure what this means please ask your tutor.

Essays will be submitted, marked and returned electronically via iLearn.

Assessment Criteria

- Understanding of new media technology: Do you demonstrate a sophisticated academic understanding of key contexts of, and cultures surrounding, chosen new media technology
- Argument: Was all academic work used directly relevant and appropriate to argument and engaged with in a sophisticated manner.
- Engagement with appropriate academic material: Do you present a sophisticated integration of the case-study with relevant theory. Have you identified and made use of appropriate resources beyond those provided in the unit reader? (You must use at least one article from the reader, and at least two from your own research)
- Referencing: Do you correctly reference appropriate academic sources with no formatting errors; have you built on enough sources
- Style and presentation: Is your essay clearly written and presented

On successful completion you will be able to:
- Understand cybercultures in a contemporary and historical context
- Develop and convey theoretical understandings of cybercultures
- Develop and apply critical analysis to contemporary cybercultures
- Develop academic research skills

Website Project

Due: **Week 13 (in your workshops)**
Weighting: **30%**

Students are required to plan and develop a Website. Your Website can be about anything but(!) before you start, make sure to read the below criteria very carefully because you can't simply take existing content from elsewhere online (i.e. you can't copy and paste the text from Wikipedia and take images from the results of a Google image search). You are expected to write your own content, and any images/video/audio used must be either your own or free from copyright restrictions.

All Websites must satisfy the following criteria:

- Minimum of four (4) HTML pages of content (including a home page).

- Home page must be saved as index.html (i.e. Sites/mas240/index.html).

- Original content (see below for guidelines on using non-original content). Content is the most important part of a website, it's what your user comes to read/see/listen to. Think carefully about your content: How will you present it? How will you structure it? Is it evident to the reader what the purpose of the site is? How will you guide the reader through the content/narrative? Does it flow? Does it make sense? How can you use audiovisual works, links and embeddable media to make your content more interesting and engaging? How can the design of your website relate to and reflect the content?

- Non-original content covers quoted text, images, audiovisuals works, and code.
    ◦ Quoted text can be attributed to its original author by providing an appropriate visible reference (as you would with an essay) and providing a hyperlink to the source.
    ◦ Images should only be used if a) they are your images, b) you have explicit permission from the copyright owner, or c) the images are licensed for re-use, for example, Creative Commons. Non-original images should be referenced by providing a caption with attribution and source details (for example, if using a Creative Commons licensed image from Flickr, provide the photographer's name and a link to the original). Images found via Google searches must be credited to the source/creator of the media, not the search engine. Note: Images found in Google searches are often copyrighted and not free to re-use.
    ◦ Audiovisual works such as video and audio files should be only be used if a) they are your works, b) you have explicit permission from the copyright owner, or c) the works are licensed for re-use, for example, Creative Commons or embeddable media from platforms such as YouTube or Soundcloud.
    ◦ Borrowed code (including any tutorial/example code beyond that supplied in unit materials) should be referenced in your own code using comment tags. If you're unsure how to do this, please ask your tutor.

- Templates such as Bootstrap or W3.css are not to be used. This assignment is for you to

demonstrate your ability to structure HTML documents and style them with CSS.

- A single CSS document linked to from all HTML documents.

- Websites should draw on skills developed during the unit.

- Websites should use current approaches to design as taught in the unit. Table-based design and deprecated XHTML4 tags should not be used. Web sites should use current and valid HTML5 code.

- Images should be resized and optimised for the Web.

- Individual pages should utilise titles using the <title></title> tag.

Websites will be submitted during students' timetabled classes in week 13. It is the responsibility of the student to ensure that their website is accessible via the public link on the Media Server (step-by-step instruction on submission will be delivered in week 13). Any sites not submitted or incomplete by the end of the class will be considered a late submission. Website content is expected to be completed by the start of class, and the week 13 class should be spent ensuring that work is submitted correctly.

On successful completion you will be able to:

- Develop academic research skills

- Analyse and evaluate contemporary online media platforms, environments and services

- Apply current Web design practices to produce a functional Web site project

Delivery and Resources

MAS240 lectures are ONLINE ONLY. There is no physical lecture. Students are expected to engage with lectures, take notes, and to actively relate lecture content to tutorial discussions and assessments. Each week students must watch the lecture and attend a 1 hour tutorial and 1 hour workshop.

Tutorials and Practicals begin in WEEK 2. Participation in tutorial activities and in-class exercises form an integral part of MAS240. Students are expected to arrive punctually and actively participate in class work. A mark is allocated for in-class participation in this unit and an roll will be taken at the beginning of each class. If students arrive over 15 minutes late for a tutorial or leave early, they will be deemed absent for that class.

Required and recommended texts and/or materials: The required readings for MAS240 are electronically available through the library website. There is a link on iLearn to the unit readings.

Re-Marks: The Re-mark Application form is available at http://www.mq.edu.au/pubstatic/public/download/?id=167914

Assessment Submission: All assignments for MAS240 will be completed/submitted online via iLearn. Further details on submission will be explained in tutorials. The only exception is the website assignment, which needs to be submitted via your workshop accounts. This will be explained during workshops.

Examinations: There is no exam for MAS240.

Further resources for MAS240 can be accessed through iLearn: http://ilearn.mq.edu.au/.

Technologies used and required: PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

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). 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). 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 (https://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 published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

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

If you are a Global MBA student contact globalmba.support@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 cybercultures in a contemporary and historical context
- Develop and convey theoretical understandings of cybercultures
- Develop and apply critical analysis to contemporary cybercultures
- Apply current Web design practices to produce a functional Web site project

Assessment tasks

- Active Participation
- Major Essay
- Website Project

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 outcome

- Analyse and evaluate contemporary online media platforms, environments and services

Assessment tasks

- Active Participation
- Website Project

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

- Develop academic research skills
- Analyse and evaluate contemporary online media platforms, environments and services

Assessment tasks

- Active Participation
- Major Essay
- Website Project

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

- Understand cybercultures in a contemporary and historical context
- Develop and convey theoretical understandings of cybercultures
- Develop and apply critical analysis to contemporary cybercultures
- Analyse and evaluate contemporary online media platforms, environments and services
- Apply current Web design practices to produce a functional Web site project

Assessment tasks

- Active Participation
- iLearn Quiz 1
- iLearn Quiz 2
- Major Essay
- Website Project

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

- Understand cybercultures in a contemporary and historical context

- Develop and convey theoretical understandings of cybercultures
- Develop and apply critical analysis to contemporary cybercultures
- Develop academic research skills
- Apply current Web design practices to produce a functional Web site project

Assessment tasks

- Active Participation
- iLearn Quiz 1
- iLearn Quiz 2
- Major Essay
- Website Project

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 outcomes

- Understand cybercultures in a contemporary and historical context
- Develop and convey theoretical understandings of cybercultures
- Develop and apply critical analysis to contemporary cybercultures
- Analyse and evaluate contemporary online media platforms, environments and services
- Apply current Web design practices to produce a functional Web site project

Assessment tasks

- Active Participation
- iLearn Quiz 1
- iLearn Quiz 2
- Major Essay
- Website Project

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

- Develop and convey theoretical understandings of cybercultures
- Develop and apply critical analysis to contemporary cybercultures
- Develop academic research skills
- Apply current Web design practices to produce a functional Web site project

Assessment tasks

- Active Participation
- Major Essay
- Website Project

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 cybercultures in a contemporary and historical context
- Analyse and evaluate contemporary online media platforms, environments and services

Assessment tasks

- Active Participation
- Major Essay
- Website Project

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 cybercultures in a contemporary and historical context
- Analyse and evaluate contemporary online media platforms, environments and services

Assessment tasks

- Active Participation
- Major Essay
- Website Project

Late Submission Penalties

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 (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.