

Unit outline for HSW114.5 Communication for Online and Digital Media

Name of unit
Communication for Online and Digital Media (HSW114.5)

Unit description
This unit responds to the growing popularity of web-based communication and writing for social media, teaching students how to identify and connect with audiences for a range of specialist purposes. The course focuses on effective writing practices for a social media environment, helping students structure and write content that will deliver their personal/professional message to target audiences in a clear and engaging way.

SECTION 1 – GENERAL INFORMATION (CORE)

Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit coordinator
Diploma	one semester	Intermediate	Peter Court

Core or elective unit

Indicate if the unit is a:

core unit

elective unit

other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
6	48

1.4 Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal study hours per week (2)	Total workload hours per week (3)
3	6	9

(1) Total time spent per week at lectures, tutorials, clinical and other placements, etc.

(2) Total time students are expected to spend per week in studying, completing assignments, etc.

(3) Sum of (1) and (2) equals workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

SECTION 2 – ACADEMIC DETAILS (CORE)

Learning outcomes for the unit

On successful completion of this unit students will be able to:

1. Compare established language conventions and communication techniques associated with creating and using social media
2. Creatively apply knowledge of online and social media communication techniques across a range of online and social media platforms for a specific target audience.
3. Critically reflect on their own approach to social media use and online communication and that of their peers in an informed and professional manner.
4. Explain the spiritual and cultural significance of social media and online communication in contemporary society.

Topics included in the unit

Understanding online and social media environments
 Social v antisocial media
 Know your audience
 Know your product (including yourself)
 Know your platform
 Issues: privacy, avatars and openness
 Principles of effective online communication
 Principles of web design
 Where it's all going and who says so?

Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes
Research Paper – 1000 words Compare and contrast 2 online/social media platforms highlighting differences in terms of language and communication conventions, strengths and weaknesses for a variety of applications and audiences.	Week 7	20%	1
Creative Artefact – 2000 words Choose a social media platform and develop a suitable artefact or event for promotion/presentation online	Week 14	40%	2, 3
Tutorial Presentation – 1500 words Identify and research an issue of social/moral/spiritual concern related to the development and use of online and social media. Discuss the nature of the concern as well as potential responses in light of readings and resources covered as well as your own personal worldview.	throughout	40%	3, 4

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.

Required Text

Carroll, B. (2010). *Writing for Digital Media*. New York, NY: Routledge.

Recommended Reading and References

Bell, D. & Kennedy, B.M. (2010). "The Cybercultures reader". New York, NY: Routledge.

Carr, N. (2011). *The Shallows: What the Internet is Doing to our Brains*. New York, NY: W.W. Norton & Co.

Jones, R.H. & Hafner, C.A. (2012). *Understanding digital literacies: a practical introduction*. New York, NY : Routledge

Lovink, G (1996). "Civil Society, Fanaticism, and Digital Reality: a Conversation with Slavoj Žižek," *CTHEORY*. 21 February 1996. http://www.ctheory.net/text_file.asp?pick=79 Accessed 4 February 2005.

Jamali, R. (2015). *Online Arab Spring. Social Media and Fundamental Change*. Elsevier, New York. 2015. <https://www-sciencedirect-com.proxy.library.adelaide.edu.au/book/9781843347576/online-arab-spring>

Bruns, A., Highfield, T. & Burgess, J. (2013). The Arab Spring and Social Media Audiences: English and Arabic Twitter Users and Their Networks. *American Behavioral Scientist* 57(7) 871–898.

Qi, J (2018). Theories of Social Media: Philosophical Foundations. *Engineering*. Volume 4, Issue 1, February 2018, Pages 94-102. <https://doaj.org/article/b248650721fe40c58045d7c957776dde>.

Bechmann, A. (2012). Mapping actor roles in social media: Different perspectives on value creation in theories of user participation. *New media & society* 15(5) 765–781 © 2012.

Mauro, G. & Costa-Pereira, R. (2017). 'Scientists need social media influencers'. *Science* (New York, N.Y.), 01 September 2017, Vol.357(6354), pp.880-881

Santoveña-Casal, S. (2019). The Impact of Social Media Participation on Academic Performance in Undergraduate and Postgraduate Students. *International Review of Research in Open and Distributed Learning* Volume 20, Number 1, 2019.

Khamis, S., Ang, L., & Welling, R. (2017) Self-branding, 'micro-celebrity' and the rise of Social Media Influencers, *Celebrity Studies*, 8:2, 191-208, DOI: [10.1080/19392397.2016.1218292](https://doi.org/10.1080/19392397.2016.1218292)