Unit outline for HSW 114.8 Communication for Online and Digital Media

Name of unit
Communication for Online and Digital Media (HSW114.8)

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. Students also investigate the meaning, history and reasoning behind the social media world and interactive online communication.

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
Graduate Certificate Graduate Diploma Masters	one semester	Intermediate	Mel Evans or Peter Court

Core or elective unit

Indicate if the unit is a:

☐ core unit

X 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	24 – Grad Cert 48 – Grad Dip 96 - Masters

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   X No

SECTION 2 – ACADEMIC DETAILS (CORE)

Learning outcomes for the unit
On successful completion of this unit students will be able to:
1. Critically evaluate established language conventions and communication techniques associated with creating and using social media
2. Apply knowledge of online and digital media communication techniques at an advanced level across a range of media platforms for specific audiences
3. Work collaboratively and individually to appraise their own approach to social media use and online communication and that of their peers in an informed and professional manner
4. Reflect on the spiritual and cultural relevance of their own work in light of a critical understanding of the role of digital 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 – 1500 words Compare and contrast 3 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 an online/ social media platform and develop a suitable artefact or event for promotion/presentation online	Week 14	40%	2, 3
Online Presentation – 2000 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 in class as well as your own personal worldview. Develop your findings into a format suitable for publication online – e.g. via live streaming, YouTube video, blog article etc.	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
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.

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

Bruns, A., Highfield, T. & and 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.

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

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

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

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

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.

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

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

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.