



1. General Course Information

1.1 Course Details

Course Code:	1501LHS
Course Name:	New Communication Technologies
Trimester:	Trimester 3, 2020
Program:	Diploma of Arts & Communication
Credit Points:	10
Course Coordinator:	Nicki Jordan
Document modified:	12 October 2020

Course Description

New Communication Technologies is a 10 Credit Point course situated within the second trimester of the Diploma of Arts and Communication.

New communication technologies are a constant in our society but the speed of their arrival, their unexpected uses and their shifting relationship with content make them difficult to study. This course investigates the 'information age' and the invention, adaptation and uses of communications technologies. We move from media theory and the history of communications technologies through a range of philosophical, political and ethical issues to explore the practicalities of contemporary media production.

Assumed Knowledge

There are no prerequisites for this course

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Nicki Jordan	Nicki.jordan@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times will be published on the course site.

1.4 Timetable

Your timetable is available on the course site.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course seeks to explore new communications technologies to understand where they come from and what we can do with them. We move from media theory and the history of communications technologies through the practicalities of contemporary media production to a range of philosophical, political and aesthetic issues. Tutorials allow students to further examine these issues while broadening their computer skills: learning how to get the most from information sources available to us, creating an online presence through blogs and social networking platforms, and advancing skills in media production software. Students are invited to reflect on their own personal experience with communication technologies and how themes discussed in lectures may affect their own use of new media.



2.2 Learning Outcomes

After successfully completing this course students should be able to:

1. Identify and explain the social, cultural and institutional constructions of new digital communication technologies whilst locating the conflicting forces driving and shaping the development of these technologies.
2. Develop computer production skills by researching the Internet to investigate and analyse the ethical, social, and cultural issues related to the growth of these technologies in both the private and the public domains.
3. Utilise new communication technologies to explore new computer programs and video applications while developing their digital presence and interacting in virtual spaces.









2.3 Generic skills and capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills.

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	



3. Learning Resources

3.1 Required Learning Resources

The Required Readings for the course and all other support material for the course will be available on the 1501LHS New Communication Technologies course site.

These readings will be available online so they can be downloaded for your own personal use.

3.2 Recommended Learning Resources

Additional reading and reference material will be provided at the course website for those who might wish to continue their study beyond the minimum required reading.

3.3 College Support Services and Learning Resources

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the course site. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].

Teacher and Course Evaluation






Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



4.

Learning content, learning activities and learning experiences

4.1 Modules for learning and weekly learning content, learning activities and learning experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
Module 1 – How Did We Get Here?					
1	Overview / Key Concepts in Communication Technology. Introduction to the course and assessment. Course profile, course site, assignment task sheets and criteria	Individual & group tasks via online discussion forum	Introductory Tutorial - Go over organisation & activities of weekly tutorials; Introduce & review assessment items. Set up a Blogger page for Assessment 1 Personal Blog	Personal blog	1
2	A brief history of communication: from ancient times to now. Communication devices from past to present.	Individual & group tasks via online discussion forum	Blog post 1: developing a timeline.	Personal blog	1
3	#Friended: <i>Catfish</i> , online identity and online relationships.	Individual & group tasks via online discussion forum	Embedding a relevant TED talk on the blog	Personal blog	1
4	#Shared: the story of virtual communities..	Individual & group tasks via online discussion forum	Blog post: social media in the news	Personal blog	1





Module 2 - Where Are We Going?					
5	Is this dystopia? Cyberpunk and a SciFi movie classic.	Individual & group tasks via online discussion forum	Blog post: Towards Web 3.0	Personal blog <i>Personal blog due Friday of Week 5</i>	1
6	e-Democracy and Internet activism. Exploring journalism on social media.	Individual & group tasks via online discussion forum	Effective online research. Essay question: research and worksheet.	Start Personal Blog 2	1,2
7	All in the game: David Cronenberg's <i>eXistEnz</i> and Stephen Spielberg's <i>Ready Player One</i> .	Individual & group tasks via online discussion forum	Essay topic approval. Essay development.	Personal blog 2	1, 2
8	Will Copyright Make Us Free? The Creative Commons.	Individual & group tasks via online discussion forum	Essay work and questions.	Personal blog 2	1, 2
Module 3 – Building the future					
9	Language of the screen: YouTube videos.	Individual & group tasks via online discussion forum	Finalising essay. Exploring short filmmaking tools and the craft of video blogging.	<i>Critical essay due Friday of Week 9.</i>	1, 2
10	Mobile content: production and consumption.	Individual & group tasks via online discussion forum	Creating a video channel.	Personal blog 2	1, 2
11	Smartphones, the data rights movement and the Internet of Things.	Individual & group tasks via online discussion forum	Final blog post. Feedback on a draft of the two minute video.	<i>Personal blog 2 due Friday of Week 11</i>	1, 3
12	From Cinema to TV and Beyond...	Individual & group	Course summary. Discussion of future study and career	<i>Two minute Video due</i>	1, 2, 3

	Viewing of documentary: <i>Side by Side</i> (2012).	tasks via online	directions and application of knowledge.	<i>Friday of Week 12</i>	
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5. Evidence of learning (Assessment plan)

5.1 Evidence of learning summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Personal blog 1.1 and 1.2	40 (20% / 20%)	1	FRIDAY WEEKS 5, 11
2	Critical essay	30%	2	FRIDAY WEEK 9
3	Two minute video	30%	3	FRIDAY WEEK 12

5.2 Evidence of learning task detail

Title: Personal Blog

Type: Log of Learning Activities

Due Date: Friday, Week 5 and Friday, Week 11

Weight: 40% overall. 20% in Week 5 and 20% in Week 11

Marked out of: 100

Task Description: Students are to maintain a weblog for the course which will contain AT LEAST the weekly tutorial tasks, as well as a discussion of ideas and issues raised in the weekly lecture (this needs to be a reflection in your own words, not a copy and paste of the notes from the course website). It is expected that students will reflect on their own experiences with the ideas in the course. Students should include entries about interesting books or websites that they have discovered in their own exploration and during class time. The weblog must consist of at least 1 entry per week and weekly participation in research tasks. This assessment item is weighted at 20% and due at the end of Week 6. A task sheet with marking criteria will be available on the course website.

Title: Critical Essay

Type: Written assignment

Due Date: Friday, Week 9.

Weight: 30%

Marked out of: 100

Task Description: Students will research and present an academic essay (MAX 1500 words) that answers a topically relevant question developed by the student in the weekly sessions.

Following are the compulsory milestones for developing the essay. Failure to complete the milestones will lead to a deduction on your grade:

Week 6: Essay topic worksheet: developing an individual essay question.

Week 7: Essay topic approved and posted on the blog.

Week 9: Polish essay and submit through the Griffith College Student Portal.

Title: Two minute Online Video

Type: Assignment – Practice-based Assignment

Due Date: Friday, Week 12.

Weight: 30%

Marked out of: 100

Task Description: Using available consumer technologies (computer or mobile phone camera, simple on-line or in-computer editing tools and/or internet tools) make a two-minute video on a new communications technology theme, selected from a list of relevant options provided by the teacher.

Post it to an online site (YouTube or Vimeo) and embed the video in your personal blog for marking and public screening. Video is to be submitted by email to the teacher by the deadline, following an email format described in the assessment task sheet.

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Assessment Information

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Assessment – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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