



***School of English, Journalism
and European Languages***

Faculty of Arts

**HEJ329
Youth Media**

Semester 2, 2010

Unit Outline

Dr Craig Norris

CRICOS Provider Code: 00586B

Contact details

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Unit description

This unit introduces students to a range of approaches from media and cultural studies to examine the relationship between youth and the media. The unit is structured around three modules. The first examines theoretical approaches to youth and media. The second focuses on the representation of youth in news media and popular culture. The third module examines current issues such as the take-up of new media by youth.

Practical journalistic exercises also give students a critical understanding of the forces operating within these three areas and the impact of youth on a range of media forms and industries including, news, soap opera, popular music, film, reality TV, blogs, mobile phones, video gaming, and the Internet.

Intended learning outcomes

On completion of this unit, you should be able to:

1. Summarize and critique key theorists working in the field of youth and media
2. Comprehend the social and cultural skills associated with how youth use new media
3. Show how the changing media landscape has impacted on young people and their learning strategies
4. Recognize and be able to respond to debates around the value of bringing 'youth oriented' new media technologies and practices into the classroom and workplace.

Generic graduate attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

Knowledge: will be developed by identifying and defining the skills required for participation in youth-related new media spaces.

Communication skills: will be developed through use of case studies and assessing the written communication skills required in new digital media and youth contexts.

Problem-solving skills: will be developed by demonstrating, explaining through case study and critiquing issues of youth in new media contexts. Problem-solving skills will be assessed through the ability of students to find solutions to problems identified within media case studies.

Global perspective: will be developed by analysing international case studies and the global context of new youth media practices. To be assessed through the primary material students will be expected to analyse in their assignments.

Social responsibility: will be developed through foregrounding the the ethical challenges which youth face in their roles as media producers and members of online communities.

Learning expectations and teaching strategies/approaches

Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Learning resources required

Requisite texts

HEJ329 Youth Media Reader (available at Uni Print)

Recommended reading

- Bauerlein, M 2008, *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future*, Tarcher, New York.
- Buckingham, D (ed.) 2007, *Youth, identity and digital media*, MIT Press, Cambridge, MA
- Gee, JP 2007, *Good video games + good learning : collected essays on video games, learning, and literacy*, New literacies and digital epistemologies, P. Lang, New York.
- Jenkins, H 1998, *The children's culture reader*, New York University Press, New York.
- 2006, *Convergence culture : where old and new media collide*, New York University Press, New York ; London.
- Jenkins, H, McPherson, T & Shattuc, J 2002, *Hop on pop : the politics and pleasures of popular culture*, Duke University Press, Durham, N.C.
- Jones, G 2002, *Killing monsters : why children need fantasy, super heroes, and make-believe violence*, Basic Books, New York.
- Kafai, YB 2008, *Beyond Barbie and Mortal Kombat : new perspectives on gender and gaming*, MIT Press, Cambridge, Mass.
- Knobel, M & Lankshear, C 2007, *A new literacies sampler*, New literacies and digital epistemologies, v. 29, Peter Lang, New York.
- Lyman, P, Ito, M, Thorne, B & Carter, M 2009, *Hanging Out, Messing Around, And Geeking Out: Kids Living and Learning With New Media*, MIT Press/MacArthur Foundation, Cambridge.
- McPherson, T (ed.) 2008, *Digital Youth, Innovation and the Unexpected*, MIT Press/MacArthur Foundation, Cambridge.
- Palfrey, J & Gasser, U 2008, *Born Digital: Understanding the First Generation of Digital Natives*, Perseus, New York.
- Salen, K 2008, *The ecology of games : connecting youth, games, and learning*, The John D. and Catherine T. Macarthur Foundation Series on Digital Media and Learning, MIT Press, Cambridge, Mass.
- Tobin, JJ 2004, *Pikachu's global adventure : the rise and fall of Pokemon*, Duke University Press, Durham.
- Watkins, SC 2009, *The young and the digital : what the migration to social-network sites, games, and anytime, anywhere media means for our future*, Beacon Press, Boston.

MyLO

You can access the HEJ102 website through the Learning Online login page: <http://www.utas.edu.au/coursesonline/>. This page provides links to documents, lecture presentations and audio recordings that will be useful for you. It will be updated throughout the semester, so visit regularly.

Contact the Service Desk if you have problems with MyLO:

Website: <http://www.utas.edu.au/servicedesk>

Ph: 6226 1818; 1300 304 903 (local call from within TAS, mobiles excepted)

Email: servicedesk@utas.edu.au

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. Please see UConnect at <http://uconnect.utas.edu.au/> for information about computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 1818 if you experience difficulties.

See *MyLO: Information for Students* for further information about accessing MyLO.

Details of teaching arrangements

The timetable for this unit can be viewed online at:
<http://student.admin.utas.edu.au/coursesenrolment/timetable/>

Lectures/Intensive sessions

Tuesday 1.10 – 3.10pm Geo211.LT

Tutorials

Tutorials are offered at a variety of tutorial times. Students will be asked to sign up for a tutorial group at the first lecture. Tutorials begin in week 2 of semester.

Online activities

See assignment 1.

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:
http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Specific attendance/performance requirements

Students are expected to attend all lectures and tutorials. Students should read the week's readings in preparation for each tutorial. Students who fail to attend classes may be disadvantaged.

Assessment

Assessment schedule

Assessment task	Task length	Date due	Percent weighting	Links to Intended Learning Outcomes
Assessment Task 1: Interpretative questions	700 wds	Weeks 2-12	10%	1
Assessment Task 2: Essay	1,300 wds	4pm, Monday 9 August	20%	2 and 3
Assessment Task 2: Profile	1,500 wds	4pm, Friday 10 September	30%	2 and 4
Assessment task 4: Exam	2 hours	TBA	40%	1, 2,3, and 4

Assessment details

Assessment task 1: Interpretative questions

Task description

From weeks 2-12 students are required to submit at least one interpretative and thoughtful question about the texts under discussion that week. The question should show a solid grasp of the readings as well as provide discussion for your fellow students and tutor. Your questions will help guide discussion of the reading material during the tutorial. Questions should be posted to your tute's MyLO forum by the evening prior to the tutorial.

Assessment criteria

- Evidence that you have engaged with the set readings
- Making connections between readings from that topic and previous weeks
- Posting relevant 'on topic' questions
- Posting at least one question the evening before your tutorial

Date due Weeks 2-12, the evening prior to the tutorial.

Assessment task 2: Essay

Task description

Applying the ideas and theories we have covered so far and your own personal experience as a user of new media write a 1,300 word response to the editorial article (the lecturer will provide the article to be discussed in week 2). Your essay should consider how youth media practices and literacy are defined, the ways the changing media landscape has impacted the way young people learn, and what value can be given to new forms of youth media practice.

Assessment criteria Please refer to the criteria sheet for this task which will be provided by your lecturer or tutor

Date due 4pm, Monday 9 August

Assessment task 3: Profile

Task description

Conduct a short interview with a student or tutor/lecturer, identifying some of their beliefs about the value of bringing 'youth oriented' new media technologies and participatory culture practices into the classroom and/or workplace. Describe how and in what ways these new media tools and platforms are used to address issues of youth participation and practice. Using the theories and approaches covered in class you will write a 1,500 word essay which profiles your subject and links them to the broader issues around how young people are learning and interacting with new media.

Assessment criteria Please refer to the criteria sheet for this task which will be provided by your lecturer or tutor

Date due 4pm, Friday 10 September

Assessment task 4: Exam

Description / conditions

Two hour written exam; no materials will be permitted in the exam.

More information about the exam will be provided in the final lecture in Week 13

Assessment criteria

1, 2,3, and 4

Date

The exam is conducted by the University Registrar in the formal examination period. See the Current Students homepage (>Examinations and Results) on the University's website.

Submission of assignments

Students are required to submit a signed assignment cover sheet with every assignment. The cover sheet includes a declaration that all material submitted is your own work except where there is clear acknowledgement or reference to the work of others. Assignment cover sheets are available from the School office and the School website. **Assignments submitted without a completed, signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet should be completed within two weeks of the assignment due date.

Assignments must be submitted in hard copy (not by email) via the assignment slot at the School office. If there are additional submission requirements (eg the use of Turnitin) this will be specified in your unit outline. Students are required to keep copies of all submitted assignments.

Assignment cover sheets can be downloaded from
http://www.utas.edu.au/ejel/student_resources/student_resources.htm

Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

Penalties

Undergraduate units (100, 200 and 300 level)

Late submissions will be penalised as follows: 5% of the available marks for the first day, and then 2% per working day thereafter.

Requests for extensions

Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or equivalent documentation in the case of a serious non-medical reason but you must contact the unit coordinator prior to the assignment due date.

How your final result is determined

Undergraduate and Postgraduate Coursework units

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Credit (CR)—60-69%
- Pass (PP)—50-59%
- Fail (NN)—0-49%

All marks are subject to moderation.

Review of results and appeals

Please refer to the **Student Resources** page on the School's website for information that addresses how to apply for a review of assessment, make an appeal or seek clarification regarding any assessment practices in this unit:

http://www.utas.edu.au/ejel/student_resources/student_resources.htm

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The English, French and German disciplines use MLA Style. The Journalism, Media and Communications discipline uses the Harvard style of referencing. For more information about referencing, and brief introductory guides for each of these styles, please refer to:

<http://www.utas.edu.au/ejel/referencing.html>

For general information on presentation of assignments, including referencing styles:

<http://utas.libguides.com/referencing>

Please read the following statements on academic misconduct and plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination and any other conduct by which a student:

- a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work. If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at:

<http://www.academicintegrity.utas.edu.au/>

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see <http://www.utas.edu.au/plagiarism/> or follow the link under 'Policy, Procedures and Feedback' on the **Current Students** homepage.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance.

There is a range of University-wide support services available to you including Teaching & Learning, Student Services, International Services. Please refer to the **Current Students** homepage at: <http://www.utas.edu.au/students/>

Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/>

You are also welcome to contact the School of English, Journalism and European Languages with any enquiries:

Room 557, Humanities Building
Sandy Bay campus, Hobart

Tel: (03) 6226 2347

Fax: (03) 6226 7631

Email: SEJEL.admin@utas.edu.au

<http://www.utas.edu.au/ejel>

Unit schedule

Week	Date beginning	Topic	Readings / Resources
1	12 July	Introduction	No tutorial in Wk1
2	19 July	Growing Up Digital	Unit Reader Wk2
3	26 July	Youth Media and Affinity Spaces	Unit Reader Wk3
4	2 August	Differing Perspectives	TBA
5	9 August	Ethics and Youth Media	Unit Reader Wk5
6	16 August	Politics and Youth Media	Unit Reader Wk6
7	23 August	Performance	Unit Reader Wk7
8	6 September	Appropriation	Unit Reader Wk8
9	13 September	Transmedia Navigation and Multitasking	Unit Reader Wk9
10	20 September	Simulation and Visualization	Unit Reader Wk10
11	27 September	Gender and Networking	Unit Reader Wk11
12	4 October	Judgement	Unit Reader Wk12
13	11 October	Conclusion and Review	