Unit Outline
PUBR2000 Transmedia Storytelling
Semester 2, 2016

Unit study package code: PUBR2000
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Seminar: 1 x 3 Hours Weekly
This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: 10854 (v.0) Public Relations Techniques 220 or any previous version
OR
PUBR2001 (v.0) Public Relations Techniques or any previous version
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
Unit coordinator:

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Teaching Staff:

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Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and
Syllabus

This unit engages students in the use of a range of media tools and encourages the application of writing, creative thinking and professional communication skills to tell an organisation’s story across different digital and traditional platforms. Covers the principles and practice of ethical media relations, issues and crisis management in a local, national and international context. How to write for the media, organise media conferences, give radio and television interviews and train media spokespersons.

Introduction

“I just – I love everything about it. I just loved that unit. That is by far my most favourite unit that I have ever done probably in all of my degree ever.”

(student feedback)

Welcome to Transmedia Storytelling. This unit teaches students to move beyond the traditional media relations approach to public relations. Students will become adept at translating information across platforms and develop a deep understanding of storytelling within a business context. Launching a new movie, promoting a government health initiative, or communicating during a natural disaster all require public relations specialists. Once the realm of media relations, there's now a deeper story to tell and these communication experts are in demand for their knowledge of how to liaise with the media, use of the right tools, and tell a story that will captivate and demand the attention of your audience. Students will learn how to use participatory media, such as podcasting, videos, blogs and other platforms to deliver social media content.

We also use a number of platforms including:

Facebook: Curtin Transmedia Storytelling

Periscope: Bridget @ Curtin

Instagram: Curtin PR Degree
#CurtinTransmediaStory

Twitter: @CurtinPRDegree #Transmediastory

Vimeo: https://vimeo.com/curtinprdegree

Snapchat: Curtin TMS
As this is a Transmedia unit, we teach it in a transmedia manner. We strongly encourage student to participate and engage on the class blog: [http://curtintransmediastorytelling.weebly.com/](http://curtintransmediastorytelling.weebly.com/)

To maximise learning opportunities students are asked to join the mentioned social media platforms where your lecturer will communicate unit material across the semester. You don't necessarily need to add all platforms (if you don't have them) but as a future PR professional, you are required to understand social media so it is advised you sign up if you do not already have an account.

The digital landscape is fast-paced and continually changing, yet is an equally challenging and exciting environment in which to work. As part of this unit you will have an opportunity to work on a project for a real life client. Transmedia storytelling is an emerging academic PR discipline and students undertaking this unit will have an advantage that helps them look beyond traditional media relations.

In all the public relations units we promote use of Twitter to share information about what is happening in our industry. We encourage all Curtin PR students to use Twitter and follow @CurtinPRdegree to share and discuss any topic relating to PR. We also have hashtags for unit content so please share your findings and be part of the conversation #CurtinPRdegree #Transmediastory

### Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin's Graduate Attributes through the assurance of learning process in each unit.
Learning Activities

Each week your in-class learning will consist of a three-hour seminar. As this is a transmedia unit, teaching of the content will adopt a transmedia approach and students are expected to access a number of technology platforms and engage in discussion.

You will be expected to have read or watched the weekly pre-readings and kept abreast of current affairs and news stories across all media; including but not limited to television, radio, on-line and print. In this unit you will learn the skills, tools and competencies required to become a transmedia storytelling specialist. The weekly seminar will be interactive and include topics related to transmedia storytelling. The interactive seminars will assist you to complete your assignments and achieve the learning outcomes. The seminar will be collaborative in which you will be encouraged to strengthen your familiarity with concepts covered each week. All students are expected to attend and to take a discussion leadership role.

As a part of this unit you are expected to contribute to the Transmedia Storytelling blog. Each week students will make a post on a topic relating to current trends we are discussing.

This is a Bring Your Own Device (BYOD) tutorial and students are required to bring their own laptop or tablet to perform the tasks each week.

We will also be accessing the following platforms which you may like to familiarise yourself with:

- Canva - [https://www.canva.com/](https://www.canva.com/)
- Snapchat - [http://blog.snapchat.com/](http://blog.snapchat.com/)
- SoundCloud - [https://soundcloud.com/](https://soundcloud.com/)
- Periscope - [https://www.periscope.tv/](https://www.periscope.tv/)
- Google+ - [https://plus.google.com/communities/114935045931526430306](https://plus.google.com/communities/114935045931526430306)

Learning Resources

Library Reserve

There are resources for this unit in the library Reserve collection. To access these resources, please click on the
following link:

Essential texts

The required textbook(s) for this unit are:

- ****You may use the eReserve however we are moving to Reading Lists. The Reading List for this unit is available at https://curtin.alma.exlibrisgroup.com/leganto/readinglist/lists/4920653040001951 Here you will find all your available readings.***

**NOTE: You do not have to buy these books, we are using online chapters only.**

(ISBN/ISSN: 9780814743508)

(ISBN/ISSN: 9781315880112)

(ISBN/ISSN: 9781138787728)

Other resources

These are your online journal readings that you must read.


Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Kit</td>
<td>20 percent</td>
<td>Week: Teaching Week 6 Day: Monday 12 September Time: 11.30 am</td>
<td>1</td>
</tr>
<tr>
<td>Client Report</td>
<td>35 percent</td>
<td>Week: Teaching Week 11 (report) &amp; 12 (presentation) Day: Monday 24 October Time: 11.30 am</td>
<td>2</td>
</tr>
<tr>
<td>Professional Skills Development</td>
<td>45 percent</td>
<td>Week: Teaching Week 8 Day: W/C 3 October - on day of seminar Time: Time of seminar</td>
<td>3, 4, 5</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. This is a hands-on, experiential unit that will give you tangible skills and artefacts that you can show future employers.

The Client (for Assessment 1 & 2): Borderless Friendship WA Inc (BFWA) is a not-for-profit Western Australian organisation that enhances the lives of hill tribe children in Northern Thailand. The hill tribe people live in remote areas scattered across Northern Thailand with little or no access to education. This lack of education makes the hill tribe children prone to poverty and vulnerable to exploitation within Thailand’s ubiquitous sex and drug trade. Those who can get an education grow up able to take much better care of themselves, their families and their community (Source: UN). We support more than 450 ‘at risk’ children, most of these children have no parents or family to support them.


Assessment 1 - Individual Transmedia Storytelling media kit (20%)

This individual assignment requires students to extend their tactical skills learnt and developed in PR Techniques. In this unit your task is produce a transmedia kit for your client.

As this is a transmedia unit, your media kit will be focussed on sharing information across platforms. You will be required to submit:

1. a short email to your targeted journalist, stating why they should read your media release
2. a media release outlining the key news angle
3. a short video or podcast (your choice) presenting your client. The video/podcast is similar to a backgrounder and should delve deeper than the media release, not simply re-present the media release
4. a suitable photograph, infographic or social media tile that can be used

This tasks uses the same client that you will use for client strategy (Assessment 2). This is so you can start to build an understanding about the client before you prepare a strategy in a group situation. The client will provide a brief (either in person, or in writing) about the media angle they want to promote. You are required to research the client and/or their project and ensure information you provide in the media release is factually correct. You will be required to take photos/videos and collect relevant research data for inclusion in your
The purpose of this assignment is for you to apply your interviewing, researching and writing skills as well as your ability to think creatively and target appropriate media. Upon completion of this individual assessment, you will have submitted to your tutor in class and via Turnitin a media kit comprising a font style and size of your choice and which includes an introductory email to journalist; media release; video and image; and media outlet details. The Turnitin document is required to have all items placed in word and scanned as one document.

Samples are included on BlackBoard although they may vary from this assessment.

Content

1.1 Introductory email
A short introductory email should accompany a media kit emailed to a journalist. Journalists prefer to receive quick phone calls first at which time you should quickly and concisely sum up your story idea within 30 seconds and follow through with a short email with media kit attachments. In certain situations a covering letter or a social media link such as a tweet may be more effective and it is acceptable to produce a tweet or social media link in this assessment.

1.2 Media Release
A media release should concisely sum up your story idea and paragraphs should be in order of importance. You should know how to write effective and newsworthy media releases from PR Techniques but we’ll go through this again in class. Answer the following questions from your client’s perspective:

- Why are you writing this release? What are the objectives?
- What do you hope to achieve from the publication of this release?
- Who would be interested in this story? Describe the target audience.
- In which publication (online and/or print) should the release appear? Describe.
- In which social media sites could this information appear? Why?
- What links will you provide in your release – particularly important if you intend on posting online.
- What is the “newest” information in your release? This should be your lead.
- Remember to follow the inverted pyramid concept with the most important information being placed first. Ensure you address the who, what, when, where, how and why when compiling and writing the release.
- Does the media release adhere to your client’s media department’s style guide and writing format?
- Could it be uploaded to their website?
- Is your release approximately 300 words (one page)? Have you included all contact details?

Once completed, have your release proof read by a professional colleague for grammar and sense. Please ensure it is clear on your media release the details of the editor or journalist you would like to approach.

1.3 Video/Podcast
The video or podcast is an online version of a background of your person, organisation, event. The video or podcast is similar to a backgrounder and should delve deeper than the media release, not simply re-present the media release. The video or podcast includes more detailed information about an event, issue or organisation. While media releases list information in order of importance, backgrounders list factual information presented in chronological or narrative fashion. As this has a transmedia storytelling focus, your video/podcast should focus on a narrative and it should be no more than 2 minutes in length. You may use the following platforms for your video:

- iMovie
- YouTube [https://www.youtube.com](https://www.youtube.com)
- Binumi [https://www.binumi.com/](https://www.binumi.com/)
- Soundcloud [https://soundcloud.com/](https://soundcloud.com/)
- Another platform that you can share with your tutor ie Vimeo, Goanimate etc

We’ll be doing workshops in class on how to create a short video and podcast so you will know how to do this.

1.4 A suitable photograph, infographic or social media tile
Media kits often contain captioned photographs and videos. As this assessment has a transmedia focus, you should provide a photograph, infographic or social media tile that is suitable for different platforms. Photos are normally emailed to journalists as low-resolution jpegs with a notation that high res can be supplied. Ensure the subject line of the ioeo clearly describes the photo and names and places are correctly spelt. If you
are pasting a screenshot or photo into a MS Word document, insert a caption directly underneath each photo. If a major publication covers your story they may ask their own professional photographer to take photos. If you choose to create an infographic or social media tile, you can do this easily in Canva www.canva.com. We'll take a look at this platform in class to give you a clearer idea of how to produce a simple image.

**Presentation of your ‘media kit’**
All documents need to be presented in a single document and uploaded to Turnitin. You should include a link to your video in this document. Research conducted for this assignment should be referenced using Chicago referencing style. Submitting electronically-packaged media kits is acceptable in this unit, but a hard copy must accompany it for marking purposes. Ensure you include the marking guide (next page) along with communications from your client in which he or she approves your media kit content. Please note – this media kit should not be issued to any media outlet without the prior approval of your client and lecturer. **DO NOT COPY AND PASTE FROM EXISTING MATERIAL ON THE INTERNET. THIS IS PLAGIARISM AND WILL BE DEALT WITH SERIOUSLY.**

2. **Assessment 2 - Group Transmedia Storytelling client strategy (35%)**
This group assessment requires students to work in teams of 4-5 students in which they will together produce a transmedia storytelling strategy for a real life client. Your group will view itself as a hypothetical PR consultancy and be given the task of conceptualising, analysing, clarifying and professionally documenting a creative transmedia strategy campaign that will appeal to the client.

Your client will attend a seminar early in semester to answer questions about the organisation, including its history, challenges, opportunities, merits and what they would like to achieve from a transmedia strategy campaign. It’s important all group members attend the client briefing because no further contact will be permitted with the client. It’s advisable that you visit the client’s website prior to the meeting and research the industry in which it operates.

All groups will be pitching their ideas to the client at the end of semester. A winning group will be chosen by both the client and the UC. Winning groups will receive a recommendation of their work on LinkedIn.

Successful campaigns will be easy to understand, simple to implement, comprise measurable objectives and be of significant interest and relevance to the target audience. Your strategy must follow a narrative of the client and unfold through at least 5 different platforms: traditional media, Twitter, Facebook, Snapchat, Pinterest, podcast, blog, YouTube, Instagram etc. The platforms must connect or link in some way but the story should be adapted and extended for each platform. We are looking for creativity as well as clear links with your client’s objectives.

Each group member is required to complete and submit a confidential peer assessment form. This will be confidential between you and your tutor.

Upon completion of this group assessment, one member from each consultancy team will have have submitted to their tutor in class and via Turnitin a strategy of approximately 20 pages, not including tables and the appendix. Students are also required to produce a short 3-4 minute video, outlining their strategy OR presenting one of their key ideas in video format. These videos will be uploaded to the Transmedia Storytelling blog. The report should roughly follow the content guide below however as this is a creative Transmedia unit, students may present the report in an online form. If you choose this option, please ensure you get approval from your tutor and you will still be required to upload a ‘report form’ to Turnitin.

**Content**

**Executive summary**
There is no need for a ‘formal’ executive summary as your video serves this purpose.

**Contents Page**
The contents page should neatly list each section and sub-sections. Place in a table format and consider hiding the lines. Page numbers in the contents page should link with the correct section. Ensure your document has page numbering, the campaign title and consultancy name on each sheet.

**Introduction**
The introduction ‘introduces’ the reader to the organisation and campaign. It may detail the organisation’s history, vision, mission and values. It should excite and engage the reader and be about one page.

**About us**
The about us section will include a synopsis of your consultancy. This is your opportunity to introduce and promote yourselves as a professional PR consultancy.

**Research and development**
The research and development section will include primary and secondary research you have conducted on the organisation, the industry in which it operates, and proposed campaign objectives. This will include an audit of existing media materials on the topic and client. You may detail qualitative and quantitative findings that relate to the subject and industry. This section will be two to three pages.

**Situational analysis**
A situational analysis refers to the collection, evaluation and documentation of information that assists decision makers to effectively assess a situation and devise an appropriate and workable media strategy. It is the ‘where are we now and where do we want to be’. It is the examination of the internal strengths (S), weaknesses (W), external opportunities (O), and threats (T) affecting the organisation (SWOT analysis). It also involves an assessment of political, economic, social, technological, legal, and environmental factors affecting the organisation and the industry in which it operates (PESTLE analysis). A situation analysis assists in the identification of real and valid problems. Risks also need to be documented.

**Goals and objectives**
This section includes descriptive and clear goals and objectives which will be easier to document once you have completed the research and situational analysis sections. Goals refer to overall long-term aims and are usually qualitative (e.g., Improve client’s reputation in local community). Objectives are smaller, specific, measurable, achievable, realistic and timely (SMART) steps required to move towards the achievement of goals. Consider including both outcome (e.g., raise awareness of issue by 15% within 12 months) and process objectives (issue four media releases per month).

**Message strategy ~ key message/s**
The message strategy includes a succinct narrative of the key overriding message and separate individual messages pitched at each target audience group. Sometimes a campaign may only have one key message pitched to all target audience groups. All key messages need to be complementary, easy to remember and reinforce the organisation’s vision, mission and values. Visuals used also need to support the key messages.

You may consider combining this section with the next on target audiences. Keep them short - three key messages will suffice.

**Target audiences**
The target audiences need to be described in detail and in a format that make sense to the client. Include primary and secondary audiences. You may like to present this information in a table and combine it with the previous section on message strategy and/or possibly with the target media section which is next.

**Transmedia Storytelling strategy**
The transmedia storytelling strategy should be detailed and could be up to eight pages. You should highlight your platforms and how each one will develop the story. We’ll look at a template for this throughout the semester. Your platforms must be synergistic with each other and build on the ‘story’. The transmedia platforms should effectively convey your key messages to primary and secondary target audiences.

**The audience journey and timeline**
This is not in a normal ‘public relations’ strategy because it is a Transmedia Storytelling strategy. You should show the user journey across the different platforms and show the timeline. We will go through how to do this in class.

**Budget**
In your budget include full details of administrative and program costs. While teams are encouraged to include budgets that adhere to accounting principles, it is not considered essential in this unit.

**Evaluation**
Evaluation is to measure the achievement of the campaign objectives by the use of pre and post-test design. If you don’t have SMART objectives in the first place, you can’t evaluate the program (SMART = Specific, Measurable, Attainable, Relevant and Timely). In this section describe how each objective will be measured.
If you have any extra documents that relate to your media strategy and are not considered essential, place them in an appendix and ensure you include an appendix item in the contents’ page.

It is important for your group to meet regularly and to work together in creating and producing the media strategy. The peer review form may be considered when group strategies are marked. **One group member is also to upload the strategy to Turnitin before the deadline.**

**Presentation**

In week 12 students are required to present their strategy to the class. Presentations are **STRICTLY 15 minutes** and must provide an overall view of your idea. Rather than stand up in front of the class, you will present ‘poster session’ style - this can be an actual poster or in digital format. As this is a Transmedia Storytelling class there are no rules to how you present it - be creative. You must tell me the story of your report. During your allocated time, the class will come around and view your presentation. Here are some resources to help you create an engaging presentation:

- [http://blog.ted.com/10-tips-for-better-slide-decks/](http://blog.ted.com/10-tips-for-better-slide-decks/)

**3. Assessment 3 - Professional Skills Development (45%)**

This individual assessment requires students to compile, deliver and take part in three components including participation, a blog post and a simulation. These assessments comprise:

a) Your contribution and preparation for class discussion, use of TMS approved platforms and the Transmedia storytelling blog across the semester and Google+ posts (20%);

b) Your participation and contribution to the live media crisis simulation (25%)

**a) Weekly preparation, participation and Google+ posts (20%)**

Students are required to be active contributors and be involved in discussion on the **Curtin PR Transmedia Storytelling Google+ page**. Students will run this page and your objective is to ‘**tell me the story about your transmedia journey**’. This may include class photos, links to articles relating to a topic we’ve discussed, an interesting new insight you’ve come across, an issue in your assessment...anything at all that relates to what you are learning and tells me about your journey.

Students should use transmedia storytelling principles - articles that are co-created (perhaps a co-authored blog post), items that can be shared, hashtags and the ability to deliver deeper. The more creative the better.

When you first login to the Google+ page you will be required to ‘ask to join’ the community. The unit coordinator will add you once you have asked to join.

In addition, students are expected to engage and discuss on the Transmedia Storytelling blog: [http://curtintransmediastorytelling.weebly.com/](http://curtintransmediastorytelling.weebly.com/)

Each week you are expected to come to class having done the readings, watched any material prior to class and be up to date with the Snapchat question of the week. Students are expected to take discussion leadership roles and participate in class exercises each week. Thoughtful and respectful contributions are appreciated and students should contact their group colleagues and tutor if they cannot attend class.

Students who don’t attend class or are unprepared may not receive a participation mark for that week.

**b) Crisis simulation participation and reflection (25%)**

An essential skill for transmedia relations specialist is to understand how a crisis unfolds and how to manage communication across multiple platforms. In this assessment students will play the role of a public relations practitioner responding to an unfolding crisis. This exciting and challenging in-class simulation is intended to provide students with a practical introduction to crisis response with further development of the concept being undertaken in third year units. Upon completion of this assessment, students will be better equipped to effectively, confidently and successfully respond to a crisis.

Students will be given a situation during the seminar in Week 8 and will work in groups to respond and produce materials. A brief on the simulation, roles the students will play and expectations will be given to students in Week 6.

**One week after the inclass assessment, students are required to submit a one-page reflection on the**
how you think you performed and how your team performed
- What surprised you in the scenario
- Key lessons learnt and what you might do differently in future
- How the simulation has prepared you for a future crisis situation

This one-page reflection will be due one week after the simulation and students will be given time in class to finalise the document.

Pass requirements
Must achieve an overall mark equal to or above 50%, attempt all assessments and satisfactorily demonstrate achievement of the unit learning outcomes.

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Deferred examinations/tests will be held from 06/02/2017 to 17/02/2017. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.
Supplementary assessments

Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 06/02/2017 and 17/02/2017. Notification to students will be made after the Board of Examiners' meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is Chicago.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

As this unit has a strong focus on technology it is encouraged you bring your own device to seminars.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

REFRENCING STYLE: Chicago - refer to the "Chicago 16 Style Reference Guide:"

** Be aware of correct and full referencing requirements as well as the definition of plagiarism (including self-plagiarism). Incorrect and/or incomplete referencing and/or any type of plagiarism in your work can result in an alleged academic misconduct report and suspension of your results until an investigation is completed. The Academic Integrity link has more information.

Self-plagiarism: "You can NOT submit your own previously submitted or assessed work without permission or acknowledgement. You can NOT submit your own previously submitted or published work for publication elsewhere without permission or acknowledgement. This is known as self-plagiarism. Once you have submitted academic work for assessment or credit, it is considered dishonest to then submit the same work for further credit elsewhere."

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

Feedback from Semester 2 in 2015 changed some of the assessments slightly. We've incorporated more platforms this semester in an effort to expose students to a range of platforms they will use in the industry. The exam for this unit was removed and this increased the allocation of grades for the assessments, a fairer outcome for students given the amount of work required for the unit.
<table>
<thead>
<tr>
<th>Teaching Week</th>
<th>Start Date</th>
<th>Seminar</th>
<th>Laboratory Tasks</th>
<th>Pre-readings</th>
<th>Assessment Due</th>
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<tbody>
<tr>
<td>O-Week</td>
<td>25 July</td>
<td>Orientation Week</td>
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<tr>
<td>1.</td>
<td>1 August</td>
<td>Defining transmedia storytelling</td>
<td>Analyse the narratives of organisations, government and NGOs. Discuss what is narratology and convergence culture. Case study: Burberry</td>
<td>Kaye &amp; Jacobson, 1999. <em>True tales and tall tales: the power of organisational storytelling</em></td>
<td>Google+ posts ongoing</td>
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<td>3.</td>
<td>15 August</td>
<td>PR and participatory culture</td>
<td>The audience and stakeholders as co-creators of story. How to build a strong participatory culture. <strong>ONLINE MODULE:</strong> Activities must be completed online, Google+, Twitter chat at 10.00am Tuesday &amp; 10.00am Friday #Transmediastorychat FAILURE TO COMPLETE WILL BE NOTED.</td>
<td>Hutchins &amp; Tindall, 2016. Introduction, Chapter 2, Social media, promotional culture, and participatory fandom, <em>Public Relations, and Participatory Culture</em></td>
<td>Google+ posts ongoing</td>
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<td>4.</td>
<td>22 August</td>
<td>Fans, conversation and gamification</td>
<td>Encouraging fandom in PR - how do audiences consume, create and distribute content to other audiences? Has co-creation become the new norm in PR? <strong>Embedded leadership activity:</strong> conflict management, trending tweets and how to deal with them Case study: Sports fandom in <em>Fan Favourites</em></td>
<td>Dodd &amp; Kinnally, 2015. <em>'Fan publics': An interdisciplinary conceptualisation of external supportive stakeholders</em></td>
<td>Sign up for Group assessment. Google+ posts ongoing</td>
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<tr>
<td>NT</td>
<td>29 August</td>
<td>Tuition Free Week 29 August to 2 September</td>
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<td>5.</td>
<td>5 September</td>
<td>The makers and creators</td>
<td>How PR can use influencers to tell their story and building communities in</td>
<td>Archer, Pettigrew, &amp; Harrigan, 2014. <em>A Tale of Power. Passion and</em></td>
<td>Google+ posts ongoing</td>
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<tr>
<td>Date</td>
<td>Activity/Case Study</td>
<td>Readings</td>
<td>Google+ posts ongoing</td>
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<td>7. 19 Sep</td>
<td>Transmedia storytelling as crisis response In a crisis, the world turns to social media, and so do journalists. How companies can respond to crisis through Transmedia storytelling to tell the bigger story. <strong>ONLINE MODULE:</strong> Activities must be completed online, Google+, Twitter chat at 10.00am Tuesday &amp; 10.00am Friday #Transmediastorychat FAILURE TO COMPLETE WILL BE NOTED.</td>
<td>Readings located in module.</td>
<td>ongoing</td>
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<tr>
<td>NT 26 Sep</td>
<td>Tuition Free Week 26 September to 30 September</td>
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<td>8. 3 Oct</td>
<td>Assessment <strong>Embedded Leadership Activity: Decision Making</strong></td>
<td>Crisis simulation preparation document (handed out in week 6)</td>
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<td>9. 10 Oct</td>
<td>Visual and auditory storytelling and Transmedia storytelling for social issues The importance of the visual in transmedia storytelling from photos, to videos to podcasts. Activity: creating an Instagram campaign Case study: Student sourced finding examples of visual</td>
<td>Highfield &amp; Leaver, 2016. <em>Instagrammatics and digital methods: studying visual social media, from selfies and GIFs to memes and emoji.</em></td>
<td>ongoing</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
<td>Readings</td>
<td>Platform</td>
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| 10.  | 17 October | Analysis in a transmedia environment | **NOTE:** SEMINAR WILL TAKE PLACE IN THE AGENCY THIS WEEK  
Hands on seminar using Radian 6 to monitor social media and beyond. Making your story findable and shareable. | no readings this week | Google+ ongoing |
| 11.  | 24 October | The great debate | In teams, you’ll work to solve a transmedia problem from a PR perspective and present your solution at the end of the seminar. This is a fun and interactive session. | no readings this week | Assessment 2 - Group transmedia client report  
Google+ ongoing |
| 12.  | 31 October | The best of - a collaborative learning experience | **Client report presentations**  
Best of Semester 2 - the best blog posts, tweets, videos and assignments. A collaborative look at your work.  
What to put on your CV - defining the skills you’ve learnt. | no readings this week | |

7 November | Study Week |

14 November | Examinations |

21 November | Examinations |