

Unit Outline

NETS1003 (V.1) WEB101 Web Communications
OpenUnis SP 4, 2024

Unit study package number:	NETS1003
Mode of study:	Area External
Tuition pattern summary:	Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section. This unit does not have a fieldwork component.
Credit value:	25
Pre-requisite units:	Nil
Co-requisite units:	Nil
Anti-requisite units:	(NETS5000 (v.0) Graduate Web Communications or any previous version) AND (NETS5012 (v.0) MIC501 Graduate Web Communications or any previous version)
Result type:	Grade/Mark
Approved incidental fees:	Information about approved incidental fees can be obtained from our website. Visit https://www.curtin.edu.au/students/essentials/fees/understanding-your-fees for details.
Unit coordinator:	Name: DR. Stewart Woods Phone: Email only Email: Stewart.Woods@curtin.edu.au Location Building: 208 - Room: 300 Consult: Please email
Teaching Staff:	
Administrative contact:	Name: Curtin Connect Phone: 1300 222 888 Email or Website: https://students.connect.curtin.edu.au/app/ask Location Building: 102 - Room: Curtin Connect
Learning Management System:	Blackboard

Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The [Centre for Aboriginal Studies](#) aspires to contribute to positive social change for Indigenous Australians through higher education and research.

Syllabus

The Internet has dramatically changed the way people and organisations communicate, whether for better or worse. For many, online communication through digital and social media is now one of their most significant forms of interaction with others. Digital and social media also underpin collaboration between people, either in formal groups or loose networks. Understanding how the Internet affords us new and different ways of communicating is, therefore, essential. This unit will enable you to become an effective and sophisticated user of digital and social media, able to deploy techniques, technologies and underlying concepts for online communication, collaboration and media creation.

Introduction

This unit is divided into three modules:

Module 1: Internet Foundations

The first module introduces the unit and provides a basic overview of the emergence of the Internet and the World Wide Web, focusing on both the underlying technologies and their social and cultural importance, especially in terms of facilitating communication and collaboration. While some of you may already be well versed in the basic concepts presented in this module, many of you may need to gain this knowledge. The unit therefore provides an opportunity for all of you, at your different levels of current understanding, to discuss the key ideas and learn from each other as well as from the unit content.

Topic 1.0: Introduction: What's in a name?

Topic 1.1: What is the Internet?

Topic 1.2: ... and what is the World Wide Web?

Module 2: Web 2.0

The second module explores some of the core platforms and ideas central to the Internet and the web today under the umbrella of "Web 2.0" (a term which we'll use but also be critical of).

Topic 2.0: What is "Web 2.0"?

Topic 2.1: Blogging

Topic 2.2: Wikis

Topic 2.3: Social Networks

Topic 2.4: Content Sharing

Module 3: Social Me(dia) and Web Presence

In the final module the focus turns to the way the Internet and web create a sense of online identity or web presence, either purposefully or otherwise.











Topic 3.0: Internet Footprints

Topic 3.1: Your Digital Shadow
Topic 3.2: Social Me(dia) Rivers
Topic 3.3: The Future(s) of Internet Communication







Unit Learning Outcomes

All graduates of Curtin University achieve a set of six Graduate Capabilities during their course of study. These inform an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and capabilities which employers would value in a professional setting. Each unit in your course addresses the Graduate Capabilities 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 notify you of 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 knowledge 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 you will have achieved all of Curtin's Graduate Capabilities through the assurance of the learning process in each unit.

	On successful completion of this unit student can:	Graduate Capabilities addressed
1	Explain the basic technical foundations of the Internet and related technologies as they apply to communication, collaboration and media creation	 
2	Demonstrate understanding of key concepts in Internet communication, especially relating to identity	  
3	Relate conceptual understandings to practical implementation of communication online	  
4	Use various Internet applications for communication, collaboration and media	 

Curtin's Graduate Capabilities

	Apply discipline knowledge, principles and concepts		Innovative, creative and entrepreneurial		Effective communicators with digital competency
	Globally engaged and responsive		Culturally competent to engage respectfully with local first people and other diverse cultures		Industry connected and career capable
Find out more about Curtin's Graduate Capabilities at the Learning Innovation and Teaching Excellence Centre (LITEC) website: http://www.curtin.edu.au/about/learning-teaching/					

Learning Activities

Your learning in this unit is supported by:

1. **Lectures**

The lecturer's explanations of the topic each week during these classes, together with information about how to tackle assignments, are recorded and accessible to all students via Blackboard and Echo360. A Discord server is provided for you to ask questions and discuss ideas relating to the lectures as or after you watch the recording.

2. **Online Unit Content**

This is accessed from the Unit Content area in Blackboard and contains written summaries as well as links to relevant videos. The content also links to essential readings and activities for each week's topic.

3. **Online discussions in Blackboard for online/external students**

Discussions online in Blackboard allow you to check and add depth to your understanding of each topic. Please watch the lecture and read the online content, completing the associated activities and essential readings for the week, before taking part in discussion online.

Important Note: Assessment due times mentioned in this unit outline are as per Australian Western Standard Time (AWST) (UTC +8). For conversion assistance, try <https://www.timeanddate.com/worldclock/>

Learning Resources

Library Reading List

The Reading List for this unit can be accessed through Blackboard.

Other Resources



All essential readings for each topic are linked from the Unit Content on Blackboard. A Reading List draws together these essential readings and other recommended readings for the topics. You should also access the Curtin Library to locate additional sources specific to your assignments.

Assessment

Assessment policy exemptions

There are no exemptions to the assessment policy

Assessment Schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed	Late Assessments Accepted?	Assessment Extensions Considered? *
1	Exercise	15 %	Week: 6 Day: Friday 3 January Time: 11:59 pm (AWST)	1	Yes	Yes
2	Essay	35 %	Week: 10 Day: Monday 27 January Time: 11:59 pm (AWST)	2,3	Yes	Yes
3	Case study	50 %	Week: 13 Day: Sunday 23 February Time: 11:59 pm (AWST)	2,3,4	Yes	Yes

*Please refer to the Late Assessment and the Assessment Extension sections below for specific details and conditions.

Detailed Information on assessment tasks

Exercise

Exercise: Short Question & Answers

This assignment is worth 15% of your mark for this unit.

Required length: 750 words +/- 10% excluding the list of references.

Instructions

Please answer *all* of the following questions. Each answer should be a paragraph in length.

1. What is the Internet?
2. What is the World Wide Web?
3. What is the relationship between the World Wide Web and the Internet?
4. What are three purported differences between the World Wide Web as it first emerged and the more recent Web 2.0?
5. What are APIs and why are they significant to Web 2.0?

The word length averages out to about 150 words for each answer, which is sufficient to answer each question, *but only if you write concisely*. One of the challenges of short word-lengths is making sure you avoid any unnecessary material and get straight to your main points. Since the assignment is worth 15 marks overall, this means that each question is worth 3 marks. It follows that for each question there are (at least) three full and distinct points you should be making. There are probably a lot more than three points possible for each answer, so you need to select what you think are the most important points. Being clear and concise is the key to doing well in this assignment.

You must support the points in each of your answers by citing sources. You should use in-text citations and provide a full reference list at the end of your assignment. Where you use the exact words of your source you should enclose these in quotation marks. You can also choose to paraphrase sources by putting the ideas into your own words. *Any material you refer to within an answer, whether from written sources, online, or anywhere else, must be clearly indicated with a citation and full reference.* All of your citations and references should use APA 7th Ed.

Submission

Use the coversheet supplied within the Assessments area of Blackboard as the first page of your assignment document.

The assignment must be submitted via the relevant Turnitin submission point in Blackboard as a Word document (.doc or .docx).

Do not submit PDFs as your tutor will be unable to comment upon your work within the document.

For this unit, you may generate a Turnitin Similarity report for your draft assessments by submitting them at any time to the 'Turnitin Draft Assessment Check' submission point. After 3 resubmissions, you will need to wait 24 hours after a resubmission to see a new Similarity report. Your draft submissions will not be reviewed or marked.

One Final assessment submission point is provided and you may submit to this point only once. A Similarity report will be generated at the time of submission. Your submitted file will be marked. If you believe you have submitted the incorrect file, please contact the Unit Coordinator for further instructions.

Criteria for Assessment

You will be assessed on how well your assignment:

- Concisely and comprehensively answers each question
- Presents answers clearly
- Follows conventions of referencing (APA), grammar and expression appropriate for academic writing
- Explains basic technical foundations of the Internet and related technologies as they apply to communication and collaboration

Essay

Essay

This assignment is worth 35% of your mark for this unit.

Required length: 1500 words +/- 10% excluding the list of References.

Instructions

Essay Question: Choose one Web 2.0 platform discussed during module two and analyse the extent to which this platform has changed the way people communicate *and* collaborate.

Of the Web 2.0 platforms and examples discussed in Module 2, the following is the pre-approved list of platforms from which you can choose the subject for your essay: blogs (in general), wikis (in general), The Wikipedia, Twitter, Flickr, Instagram and YouTube.

You can write about a different platform, not pre-approved, *if you discuss this with your tutor and have their approval at least a week before the submission date.* You'll likely write a better essay if you choose a platform

that interests you, so do take the time to ask your tutor if nothing on the pre-approved list appeals to you.

Note: Facebook is a complex social network site offering numerous options for communication and collaboration. This makes it difficult to write about within the relatively short word count of this essay, so it does not appear on the pre-approved list. *If you are particularly interested in writing about Facebook, please run this past your tutor at least a week before the submission date and discuss with them how you will focus your essay.*

This essay asks you to analyse one of the Web 2.0 platforms that you have examined in the unit, looking in particular at how that platform has changed the way in which users/participants both communicate *and* collaborate. Given the context in which you're examining these technologies, it's a good idea to think about how Web 2.0 in general is thought to indicate a shift in the character of online interactions and use these changes to help think about your chosen platform. You will probably find some of the readings/viewings provided by the unit are useful as sources, but you should also seek out other sources to support your essay's argument. You might find examples of communication and/or collaboration through the platform you're writing about to illustrate your argument, but please ensure you also locate credible scholarly sources which are appropriate for the platform you are addressing and the broader academic context in which you are examining that platform.

Keep in mind that your essay should include a fully formed introduction and conclusion, be written in paragraph form, present a clear argument and meaningfully engage with readings/viewings linked from the unit content as well as other credible scholarly sources you have located. **You must clearly indicate all sources informing your essay using in-text citations, with full details for each source you've cited in a clearly marked list of References at the end of your assignment. Your in-text citations and full references should use APA 7th Ed.**

Submission

Use the coversheet supplied within the Assessments area of Blackboard as the first page of your assignment document.

The assignment must be submitted via the relevant Turnitin submission point in Blackboard as a Word document (.doc or .docx).

Do not submit PDFs as your tutor will be unable to comment upon your work within the document.

For this unit, you may generate a Turnitin Similarity report for your draft assessments by submitting them at any time to the 'Turnitin Draft Assessment Check' submission point. After 3 resubmissions, you will need to wait 24 hours after a resubmission to see a new Similarity report. Your draft submissions will not be reviewed or marked.

One Final assessment submission point is provided and you may submit to this point only once. A Similarity report will be generated at the time of submission. Your submitted file will be marked. If you believe you have submitted the incorrect file, please contact the Unit Coordinator for further instructions.

Criteria for Assessment

You will be assessed on how well your essay:

- Presents a clear, coherent and concise argument
- Demonstrates understanding of key concepts in Internet communication and collaboration
- Relates conceptual understandings to the practical implementation of communication and collaboration tools online
- Engages critically and meaningfully with relevant unit readings
- Selects and incorporates relevant secondary material

- Follows conventions of referencing (APA), grammar and expression appropriate for academic writing

Case study

Case Study: Web Presence and Exegesis

This assignment is worth 50% of your mark for this unit.

Your Web Presence Creation should have a Central Node that contains an About page amongst other content. The Central Node should be linked with Three Contributing Nodes.

The Exegesis should be 1200 words +/- 10% excluding the list of references.

Instructions

The aim of the Case Study - Web Presence Creation is for you to develop an initial online presence for yourself, or for a persona you make up for the purposes of the assignment. This web presence has a number of required elements. It must have a **Central Node** (the core site that forms the heart of your web presence, which might be a blog, a website, a wiki, or another form of site). This Central Node must include an **"About"** page, which briefly introduces you (or your persona) and a theme (see below). The Central Node must include links to **at least Three Contributing Nodes**, which are accounts/profiles created for you (or your persona) on different web 2.0 platforms. There should be clear links from your Central Node out to the three Contributing Nodes. Each Contributing Node should also link back to your Central Node. Taking care to link the nodes together in this way will give a cohesive feel to the overall web presence. You must also submit an **Exegesis** that explains and contextualises the choices made in designing your web presence.

Your **web presence must combine your identity, or the identity of the persona made up for the assignment, and a purposeful theme**, which means it can't just be about "Jane Smith the Curtin Student" but must focus on an interest of some sort; for example, "Jane Smith the Future Public Relations Guru", "Jane Smith Digital Journalist", "Jane Smith the Fashion Designer" or even "Jane Smith Amazing Cupcake Designer". You can choose almost any theme, but the theme must be consistent for your entire web presence creation. Note that business-related themes must also clearly represent your identity, or the identity of the chosen persona for the assignment, as a key part of the web presence. There will be opportunities to discuss the details of what you plan to create in face-to-face classes and/or online discussions. Please take these opportunities to make sure you are on track with the assignment.

You should ensure that: the web presence has a purposeful "look" across central and contributing nodes (ie the design and style of your presence); the content on all of the elements ties together to send a consistent "message" about you (or your persona) and the theme the presence is about; and all of the nodes are appropriate for the theme the web presence creation is illustrating.

Required Elements

[1] Central Node: the central node is essentially your main site, which can be of any sort you choose, such as a blog (there are many possible blogging platforms to use), a wiki, a build-your-own website using a free service like Wix or Weebly, or some other type of site that suits the web presence you are creating. Remember though that the Central Node does need to be able to include an "About" page. Ensure you choose something appropriate and consistent with the theme of your presence. Every element of the central node should be tailored for your web presence, from the overall layout, colours and fonts through to the About page and other content you create.

Note: You are *not* expected to write the code for your central node, but rather make informed choices in taking advantage of the easy-to-use tools that come with most free blogs/websites etc. The central node must include an About page and links to at least three contributing nodes. It's also worth pointing out that many "blogging platforms", such as Wordpress, are flexible enough to be used to create more traditional websites with linked static pages, as opposed to blog pages displaying posts in reverse chronological order.

(For information on how to set up a particular platform please remember that the platform site itself is likely to provide information pages or videos giving instructions to help you in setting up your node. In addition, YouTube is full of "How to" videos for many platforms that you might want to use to create your central node, including Blogger, Tumblr, Wix, Wordpress and many more.)

[2] About page: The About page is where you explain to anyone who finds your central node who you are and what your web presence is about (written for a general audience). The About page can be as long as you need it to be, but keep in mind you're writing for an online audience who won't be expecting to read pages and pages of text, so keep things as concise as possible. If in doubt, feel free to look around the web at examples of About pages other people have written. If you find About pages that inspire you, don't forget to note these as sources in your exegesis.

Your Web Presence must respect copyright laws, so don't use material you don't have legal permission to reuse, and ensure you give appropriate credit for anything that's not your own creation which you are legally able to reuse. If possible credit content such as images where they are used in your presence, but you can also use your About page to give credit to these and other sources. Alternatively, you may decide to include a separate page for "Credits" or "Sources", but do make sure this is clearly marked and accessible.

[3] Contributing Nodes: You must include at least three contributing nodes. These are public profiles/presences you create on other web services or tools which are linked from your central node and also link back to your central node. Each contributing node should also reflect and build upon the theme you are trying to convey with your overall web presence. You will be introduced to a number of web 2.0 tools during module two of the unit, many of which you might choose as a contributing node. You can also select other tools or services which are appropriate for the web presence and theme you're designing. Researching and finding the appropriate web 2.0 tools is part of the design process for your web presence.

(As an example, if you link to Twitter as one of your nodes, then your Twitter profile should include an active hyperlink back to your central node, and the Tweets you've posted or retweeted, people you follow etc should reflect the same theme that your web presence is trying to convey. If you'd chosen a "cupcake designer" theme, then your Twitter might include tweets about cakes, images of cakes, follows and retweets of chefs/cooks who tweet about cakes, tweets that link to recipe pages, and so on.)

It is important to note that, while we do not expect you to be creating enormous amounts of content for this assignment, you do need to create enough to carry the theme of the presence across all your chosen nodes. We also acknowledge that many of the potential supporting nodes such as Pinterest, for example, are primarily about sharing other people's posts and pins. Please try to balance this material against material you create yourself. It is OK to have some of your node links, pins or posts from/about other users, but if your node is entirely comprised of other people's work then it is not within the parameters or the spirit of the assignment. As indicated in the above Twitter example, including your own tweets as well as retweets is a good idea in order to make the theme and persona come across clearly.

[4] Exegesis: The exegesis is an assessment tool that is often used to pair a creative work with theory about why that creative work is important and how it engages ideas. In its most basic form it is an explanation of the choices you have made in creating your web presence and has a **1200 word +/- 10%**

limit. However, please treat this as an academic essay. It should be clear and concise, outlining *what* choices you made in creating your web presence, and *why* you made those choices. Your exegesis must contextualise your choices within the topics and ideas covered by the unit (ie the exegesis will refer to material you have read, viewed and discussed in the unit, as well as other research you have undertaken). In particular, you might well want to consider the later themes of the unit: Internet Footprints, Digital Shadows, Social (Me)dia Rivers, for example and how these themes are important in the construction of a web presence.

Some of the questions you may consider addressing in your exegesis include: What guided your choice of central node and the way you styled it? How did you select which web 2.0 tools would be your contributing nodes? How do these contributing nodes reflect the theme for the web presence you have created? How do your choices in terms of the central node, your about page and your contributing nodes demonstrate that you have engaged with the ideas discussed in this unit (ie justify your choices using at least some of the readings and discussion in the unit)? How does your web presence demonstrate the creation of an internet footprint? Is there potential for a digital shadow to arise from this web presence? How have you harnessed the potential of social (me)dia rivers in creating this web presence? Does your web presence show the potential of creating a "networked self", ideas relating to "identity 2.0" or the "liquid self"? If so, how?

Please note: you do not need to include your exegesis in the web presence itself. Your exegesis should be submitted as a document via the assignment submission section on Blackboard along with your Assignment 3 cover page. Since the exegesis takes the form of a short essay, it should include a fully formed introduction and conclusion, should be written in paragraph form, should present a clear argument about the creation of your web presence, and should meaningfully engage with readings/viewings provided in the unit and, where possible, include credible material from other relevant sources you have located. **You must clearly indicate all sources informing your exegesis using in-text citations, with full details for each source you cite in a clearly marked list of References at the end of your assignment. Your in-text citations and full references should use APA 7th Ed.**

**** Three Very Important Points:**

- (A) You may not alter your web presence, including the central node, about page or any of your contributing nodes from the minute you submit your web presence creation until you have received your marks for this assignment.
- (B) Please note that the web presence created for this unit must be specifically built for this unit. You cannot use your existing website or blog or anything else you had before enrolling in this unit. (This is to ensure the assessment is fair to all students.)
- (C) All nodes and content in your Web Presence must be publicly accessible online so that they can be marked.

Submission

The assignment must be submitted via the relevant Turnitin submission point in Blackboard as a Word document (.doc or .docx).

Do not submit PDFs as your tutor will be unable to comment upon your work within the document.

Ensure that all of the elements of your web presence are publicly visible online and then submit the exegesis with a cover page indicating the URL (for example, URL: <http://www.tamaleaver.net>) of your central node. You should also list your contributing nodes on your coversheet or at the top of your exegesis (for example, Contributing Nodes: Instagram, Twitter, Pinterest).

Do not forget to attach the exegesis to your cover page!

For this unit, you may generate a Turnitin Similarity report for your draft assessments by submitting them at any time to the 'Turnitin Draft Assessment Check' submission point. After 3 resubmissions, you will need to wait 24 hours after a resubmission to see a new Similarity report. Your draft submissions will not be reviewed or marked.

One Final assessment submission point is provided and you may submit to this point only once. A Similarity report will be generated at the time of submission. Your submitted file will be marked. If you believe you have submitted the incorrect file, please contact the Unit Coordinator for further instructions.

Criteria for Assessment

Your Web Presence Creation and Exegesis will be assessed on how well you:

- Demonstrate a clear understanding of, and ability to use, the specific features of different online tools
- Convey a coherent and consistent identity and related theme across all elements of your web presence
- Relate conceptual understandings to practical implementation of online tools and content
- Critically contextualise the choices made in creating your web presence in terms of the ideas raised in the reading, discussions and other material examined during the unit

Pass requirements

There are two requirements to achieve a 'pass' grade in the unit.

1. An overall mark of 50% across the different assessments in the unit, and
2. All assessments must be attempted and submitted.

Failure to attempt and submit an assessment will result in a 'Fail-incomplete' grade for the unit irrespective of the mark achieved.

Assessment Moderation

Fair assessment through moderation

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

Pre-marking moderation

- Assessment task details are provided to students in the unit outline or prior to the assessment task
- Marking criteria are made available to students in the unit outline or when the assessment task is assigned
- Assessors are provided with rubric/marketing guide and sufficient information to ensure fair and consistent evaluation of student work

Intra-making / Post-making moderation

- Second marking of borderline student work
- Second marking of outlier samples
- Second marking of a random sample to check for consistent application of marking criteria and standards

Late Assessment

Where the submission of a late assessment is permitted, late penalties will be consistently applied in this unit.

Where a late assessment **is** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. For assessment items submitted within the first 24 hours after the due date/time, students will be penalised by a deduction of 5% of the total marks allocated for the assessment task;
2. For each additional 24 hour period commenced an additional penalty of 10% of the total marks allocated for the assessment item will be deducted; and
3. Assessment items submitted more than 168 hours late (7 calendar days) will receive a mark of zero.

Where late assessment **is NOT** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. All assessment items submitted after the due date/time will receive a mark of zero.

Assessment Extension

Where an application for an assessment extension **is** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. A student who is unable to complete an assessment item by/on the due date/time as a result of exceptional circumstances beyond the student's control, may apply for an assessment extension on the Assessment Extension Application Form as prescribed by the Academic Registrar. The form is available on the Forms page at <https://students.curtin.edu.au/essentials/forms-documents/forms/> and also within the student's OASIS (My Studies tab – Quick Forms) account.
2. The student will be expected to submit their application for an Assessment Extension with supporting documentation [via the online form](#).
3. Timely submission of this information supports the assessment process. For applications that are declined, delayed submission may have significant ramifications on the possible marks awarded.
4. An application may be accepted up to five working days after the due date/time of the assessment item where the student is able to provide a verifiable explanation as to why they were not able to submit the application prior to the assessment due date/time

Where an application for an assessment extension **is NOT** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. All assessment items submitted after the due date/time will be subject to late penalties or receive a mark of zero depending on the unit permitting late assessment submissions.

Deferred Assessments

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

Further Assessments

Further assessments, if granted by the Board of Examiners, will be held between 09/04/2025 to 18/04/2025. Notification to eligible students granted a further assessment will be made after the Board of Examiners meeting via the Official Communications Channel in OASIS.

It is the responsibility of the student to be available to complete the requirements of a further assessment. If your results show that you have been granted a further 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. Carers for people with disability may also be eligible for support. 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 [AccessAbility Services](#).

Documentation is required from your treating Health Professional to confirm your health circumstances or carer responsibilities.

If you think you may be eligible for a CAP, please contact AccessAbility Services. If you already have a CAP please provide it to the Unit Coordinator in week 1 of each study period.

Referencing style

The referencing style of this unit is APA 7th Ed.

More information can be found on this style from the library web site
<https://uniskills.library.curtin.edu.au/referencing/apa7/introduction/>

Privacy

As part of a learning or assessment activity, or class participation, your image or voice may be recorded or transmitted by equipment and systems operated by Curtin University. Transmission may be to other venues on campus or to others both in Australia and overseas.

Your image or voice may also be recorded by students on personal equipment for individual or group study or assessment purposes. Such recordings may not be reproduced or uploaded to a publicly accessible web environment. If you wish to make such recordings for study purposes as a courtesy you should always seek the permission of those who are impacted by the recording.

Recording of classes or course materials may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than personal study for the enrolled students in the unit. Breach of this may subject a student to disciplinary action under Statute No 10 – Student Disciplinary Statute.

If you wish to discuss this please talk to your Unit Coordinator.

Copyright

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 without the express written consent of Curtin University.

Academic Integrity (including plagiarism and cheating)

Academic Integrity

Curtin's [Student Charter](#), [Academic Integrity Program \(AIP\)](#), and core [Values](#) guide expectations regarding student behaviour and responsibilities. Information on these topics can be found on the [Academic Integrity Website](#).

Academic Integrity Warnings

An [Academic Integrity Warning](#) may be issued to a student in limited circumstances and only where misconduct is not involved.

Academic Misconduct

Staff members are required to report [poor academic practice](#) and suspected misconduct. [Academic Misconduct](#) means conduct by a student that is dishonest or unfair in connection with any academic work. This includes all types of plagiarism, cheating, collusion, falsification or fabrication of content, and behaviours like falsifying medical certificates for extension. [Contract cheating](#), the use of file sharing, translation services/apps, paraphrasing tools (text-spinners), article generators, and assignment help websites also may be considered academic misconduct.

Check your assessment instructions carefully before using any generative artificial intelligence (Gen-AI) software (e.g. Chat GPT, Midjourney, GitHub Copilot, etc.). You are not permitted to use Gen-AI software in any assessment task unless written permission is explicitly granted by the Unit Coordinator (e.g. within Blackboard or the assignment specifications). If the use of Gen-AI software has been approved, you must document its use, apply appropriate acknowledgement and attribution rules, and include a statement as to the nature and extent of the use when submitting the assessment. Unapproved, inappropriate, or undisclosed use may be dishonest or unfair behaviour, and thus considered misconduct. For further information on the use of Gen-AI software see the [Academic Integrity Website](#).

The longer term personal, social, and financial consequences of misconduct can be severe, so please ask your tutors or unit coordinator if you need clarification or are unsure what to do. If your work is the subject of an inquiry, you will be given an opportunity to respond and appropriate support will be provided. Academic work under inquiry will not be graded until the process has concluded. Penalties for misconduct may include a warning, a reduced or nil grade, a requirement to repeat the assessment, an annulled grade (ANN) or termination from the course. For more information refer to [Statute No.10 Student Discipline and Academic Misconduct Rules](#).

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.

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 visit [UniSkills](#) and [IT tools and guides](#) webpage.

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

Email will also be an important contact for students in this unit.

Students are expected to check their Curtin email account regularly and/or to set up email forwarding to an account of their choice. Note: your mailbox has a size limit, so you will need to periodically login to delete read/unwanted emails whether you set up forwarding or not. More information can be found here:

<https://oasisapps.curtin.edu.au/help/student/email.cfm>

Additional information

This unit uses a combination of theory and practice to offer instruction on the role and function of the internet and the world wide web. Students will be expected to use existing web tools to create an online web presence for the final assessment. This online presence must not be changed after submission and must remain available until the conclusion of the Board of Examiners meeting.

Curtin Official Communication Channel and Oasis

Students are responsible for checking the Official Communication Channel (OCC) via OASIS regularly (at least once per week). Important communications such as assessment extension application outcomes will always be sent via the OCC. Your OCC inbox is accessible via Curtin Student OASIS (watch:

<https://www.youtube.com/watch?v=ElygBHFwISY>).

Use of the Blackboard App

A Blackboard App is available to download from Google Play or the Apple App Store. Please note that the App does not support all Blackboard functions and external links such as Reading Lists and iLectures cannot be accessed. To view iLectures on a mobile device, use the Echo360 App, which can also be downloaded from Google Play or the Apple App Store. Reading Lists should be accessed via web-based Blackboard, e.g. Chrome or Firefox.

Please ensure you are always using the latest version of the app for best results as updates are frequently applied. Please also note that Curtin University is not responsible for the Blackboard app and any feedback you have should be made on the app directly.

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
- Values and Signature Behaviours
- 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 of the above is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Note: In Australia and other jurisdictions, students are required to complete a screening check prior to undertaking any activities that include children (e.g. surveying children at a school as part of a project). If this applies to you, start by contacting your unit coordinator for advice.

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 caring 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 the appropriate service below. 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.

To discuss your needs in relation to:

- Disability or medical conditions, contact AccessAbility Services:
<https://students.curtin.edu.au/personal-support/disability/>
- Elite athletes, contact Elite Athlete Coordinator: <https://www.curtin.edu.au/sport/competitive-sport-2/elite-athletes/>
- All other grounds, contact the Student Wellbeing Advisory Service:
<https://students.curtin.edu.au/personal-support/counselling-guidance/wellbeing/>

Recent Unit Changes & Response to Student Feedback

Students are encouraged to provide feedback through student surveys (such as [Insight](#) - Curtin's new unit and teaching survey developed in collaboration with students and staff and the annual [Student Experience Survey](#)) and interactions with teaching staff.

Listed below are some recent changes to the unit as a result of student feedback.

Updates to the lectures, unit content, activities and readings.

Program Calendar

Week	Begin Date	Topic	Assessment Due
1.	25 Nov	Introduction: What's in a name?	
2.	2 Dec	What is the Internet?	
3.	9 Dec	...and what is the World Wide Web?	
4.	16 Dec	What is Web 2.0?	
5.	23 Dec*	Study Week	
6.	30 Dec*	Blogging	A1 Exercise - Short Q&A Due Friday 3 January 11:59 pm (AWST)
7.	6 Jan	Wikis	
8.	13 Jan	Social Networks	
9.	20 Jan	Content Sharing	
10.	27 Jan*	Internet Footprints	A2 Essay Due Monday 27 January 11:59 pm (AWST)
11.	3 Feb	Your Digital Shadow	
12.	10 Feb	Social (Me)dia Rivers	
13.	17 Feb	The Future(s) of Internet Communication	A3 Case Study - Web Presence Creation & Exegesis Due Sunday 23 February 11:59 pm (AWST)

*Observed Public Holidays:

25 Dec 2024 – Christmas Day

26 Dec 2024 – Boxing Day

1 Jan 2025 – New Year Day

27 Jan 2025 – Australia Day (26 Jan) Replacement holiday

Important Note: Assessment due times mentioned in this unit outline are as per Australian Western Standard Time (AWST) (UTC +8). For conversion assistance, try

<https://www.timeanddate.com/worldclock/>