



ICOM814

Communication for Social Change

S2 Day 2016

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff

Unit Convener

Qin Guo

qin.guo@mq.edu.au

Contact via email

Y3A 158

Thursday (please make appointment by email)

Credit points

4

Prerequisites

Admission to MIntComm or MIntRel or MIntCommMIntRel or MIntBusMIntComm or MEnv

Corequisites

Co-badged status

Unit description

This unit studies communication theories and strategies for development and social changes in an interdisciplinary approach. Drawing on theories of communication, human motivation, media and cultural studies, we will critically discuss concepts and theories of development, communication and development communication; strategic communication (community and participatory media and communication, integrated marketing communications); and practical issues of development communication and communication for social change (media freedom and ethics, community responsiveness and empowerment). Theory and practice will converge in critiques on development communication cases in various social, political and cultural contexts and designing communication campaign for social change.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Interpret mass media's functions, responsibility and usage in communication for social change by drawing on interdisciplinary theories and concepts.

Conceptualise relationships between media, communication, development, and

development communication in various social, political and economic contexts.

Critically analyse and evaluate cases of communication for social change in various social, political and economic contexts.

Apply interdisciplinary theories in practical settings to design projects of communication for social change.

Communicate and work effectively in culturally diverse environment.

General Assessment Information

This information is important and applicable to all assignments of this unit.

1. Assignment Submissions

All written assignments are required to be submitted via Turnitin by 5 pm of the due date, unless stated otherwise explicitly.

2. Late Submissions

Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Disruption to Studies is made and approved.

Tasks above 10%. No extensions will be granted. Students who submit late work without an extension **will receive a penalty of 10% per day**. This penalty does not apply for cases in which an application for Disruption to Studies is made and approved.

Assessment Tasks

Name	Weighting	Due
Participation	10%	Week 1-13
Weekly reading seminar	10%	Week 3-9
Research paper	40%	Week 6 Thursday
Final project	40%	Week 11-13

Participation

Due: **Week 1-13**

Weighting: **10%**

Requirement:

Students are expected to participate actively in learning and teaching activities. Marks will be awarded for engagement in class discussions and general contributions to the learning process.

You are required to attend all lectures and tutorials. As participation is an assessed task

that involves the process of learning and is linked to and underpins the unit Learning Outcomes, you will need to apply for Disruptions to Studies to cover any missed lecture or tutorial.

Marking Criteria

Participation will be assessed using the following criteria:

1. Attendance: attend weekly classes punctually and sign the attendance register; attend all sections of the final project presentation in Week 11-Week 13.
2. Engagement: engage actively in all learning and teaching activities of this unit and contribute meaningfully to the in-class discussion/presentation drawing on the concepts dealt with in the readings and lectures of this unit.

On successful completion you will be able to:

- Communicate and work effectively in culturally diverse environment.

Weekly reading seminar

Due: **Week 3-9**

Weighting: **10%**

Requirement:

Students will work in groups to complete this assignment. Each week, one group of students will convene discussion on the topic of the week. Student performance will be assessed in terms of preparation for the topic, teamwork, and leadership skill as demonstrated in facilitating the discussions and motivate participation of the whole class.

Marking criteria

The assessment of the seminar includes individual assessment (6 marks) and team assessment (4 marks).

Individual assessment criteria:

- 1) Demonstrated knowledge and understanding of the week's topic (concepts, theories and their relations with the real world) (4 marks).
- 2) Demonstrated effectiveness of inter-communication in intercultural context, including engaging the whole class and responding to audience (2 marks).

Team assessment criteria:

Demonstrated efficiency of teamwork and time management capacity during the presentation (4

marks).

On successful completion you will be able to:

- Interpret mass media's functions, responsibility and usage in communication for social change by drawing on interdisciplinary theories and concepts.
- Conceptualise relationships between media, communication, development, and development communication in various social, political and economic contexts.
- Communicate and work effectively in culturally diverse environment.

Research paper

Due: **Week 6 Thursday**

Weighting: **40%**

Topic of the paper: The Role of Media in Communication for Social Change – a case study of XXXX (insert the name of the selected project of communication for social change).

The word limit for the research paper is 3000 words, with a 10% leniency.

Requirement

The task of this assignment is to apply the concepts and theories taught in this unit to analyse and critique the role of media in a project of communication for social change. The selected project must be real and information about the project must be published.

You are expected to demonstrate knowledge and understanding of the concepts and theories taught in this unit and capability of critical thinking to analyse and articulate these concepts and the relations between these concepts in real and practical contexts of the selected case. The paper needs to be written with academic standard. All source material must be referenced using Harvard referencing style.

Assessment criteria

The research paper will be assessed using the following criteria:

- (1) Demonstrated conceptual knowledge and insightful understanding of the concepts and theories of communication, development, development communication, media effects and functions;
- (2) Demonstrated high level critical thinking capability in identifying and discussing the complicate relations between media, communication and development.
- (3) Evidence of research with appropriately referenced source material.
- (4) Written and presented to academic standard.

The recommended structure of this assignment is:

1. Introduction: a summary of the objectives, major points of argument, and outline of the paper.
2. Literature Review: critical discussion on theories and concepts of communication, development, development communication, media functions and effects.
3. Case Study: discussion and critique on the role of media in the selected project using information and data from published reports.
4. Discussion and Conclusion: discussion and conclusion of the findings of your case study, using relevant theories and concepts.
5. References: a complete list of references, presented in Harvard referencing style.

Submit the essay via Turnitin by 5pm of the due date.

On successful completion you will be able to:

- Interpret mass media's functions, responsibility and usage in communication for social change by drawing on interdisciplinary theories and concepts.
- Conceptualise relationships between media, communication, development, and development communication in various social, political and economic contexts.
- Critically analyse and evaluate cases of communication for social change in various social, political and economic contexts.

Final project

Due: **Week 11-13**

Weighting: **40%**

Requirements

Each group are required to select a specific issue of concern in a real society/community and design a proposal of development communication project to address the issue. As a group of communication experts you are required to present your proposal to a selection committee who will determine the funding for the project. Your aim is to convince the committee that your project is significant, feasible and worth the support.

Students are required to work in groups for the final project. The final project will be assessed based on individual performance (30 marks) and team performance (10 marks), including:

1. Group performance at the presentation (10 marks)
2. Individual performance at the presentation (20 marks)
3. 1000-word individual presentation note (5 marks)

4. Teammate evaluation of the individual performance and contribution (5 marks).

Works to be submitted include: presentation of the project, presentation note, teammate evaluation.

Presentation

The presentation should cover the following:

- (1) Title/Name of the project
- (2) Introduction: background information of the issue of concern and justification of the project;
- (3) Design of the development communication project: its objective, target audience, media selection, communication strategy and evaluation strategy;
- (4) Discussion/analysis on the proposed project: advantages, disadvantages, potential risk, etc.

Presentation Note

Each student is required to prepare a **1000-word presentation note**, which clearly identifies the main points of your part of the presentation, and a brief statement of your contribution to the group project. Submit a hard copy of the presentation note to the tutor on the scheduled date of your presentation.

Teammate evaluation

Recommend a mark for each of your teammates based on their performance during the preparation of the final project. Please use the Teammate Evaluation Form and Rubric, available on the iLearn, for the teammate evaluation. Submit the Teammate Evaluation Form together with the presentation note.

Assessment criteria

The final project will be assessed using the following criteria:

1. Knowledge and research: Demonstrated knowledge and understanding of development communication theories and strategies and quality of research into the issue of concern.
2. Design of the project: Demonstrated capacity of applying theories in practical settings to design development communication project.
3. Communication: Demonstrated efficient presentation and communication skills.
4. Teamwork: Demonstrated quality of teamwork.
5. Teammate evaluation: performance during the preparation of the project, completion and submission of the teammate evaluation.

On successful completion you will be able to:

- Critically analyse and evaluate cases of communication for social change in various social, political and economic contexts.
- Apply interdisciplinary theories in practical settings to design projects of communication for social change.
- Communicate and work effectively in culturally diverse environment.

Delivery and Resources

The unit will be delivered on campus in forms of lectures and tutorials. Students are expected to complete the reading and reflect on the reading questions of the week before attending the lecture and tutorial. All required reading materials are available in the Reader of ICOM814. Macquarie University printery will set up a link for students to order and pay for their required reader online. This link will be posted on iLearn as soon as it is available.

Students are expected to make use of material and information available in the library, on the internet and other published resources to enrich their study experiences.

1. Lectures - Students are expected to attend the lectures (or iLecture). Lecture notes (PPTs) will be uploaded onto iLearn each week **after** the lecture. Updated weekly reading list can be found in the end of each week's lecture PPT.
2. Tutorials - Students are required to attend and actively participate in the weekly tutorials.
3. Course reader - Course reader is available for purchase online.
4. iLearn - Additional readings and announcements will be distributed via iLearn.
5. MQ email – Please check your MQ email regularly. This is the major channel the lecturer and tutors will use to circulate important information and announcement.

Unit Schedule

Session 1

Introduction

Reading:

1. Unit Outline
2. Paolo Mefalopulos (2008), *Development Communication Sourcebook*, pp18-28, Washington: The World Bank

Session 2

Culture, Media and Communication

Reading:

- 1) "How the Media Work" by Michael O'Shaughnessy and Jane Stadler (2004) in *Media and Society*

2) Study the 12 areas of influence of the media in national development summarised by Schramm (Andrew A. Moemeka, *Development Communication: A Historical and Conceptual Overview*).

Thinking:

Reflect on the different views of the media. What are the roles that media can play in a society? What are the factors that can affect the effects of media?

Session 3

Development and Development Communication

Reading:

1. McPhail, Thomas L. (2009) "Introduction to Development Communication" *Development Communication – Reframing the Role of the Media* West Sussex: Blackwell
2. Search the internet about the definition of development and development communication.

Thinking:

What is development?

What is development communication?

Session 4

Mass Media Strategy and Case Study

Reading:

1. Promoting Family Planning Through Mass Media in Nigeria
2. Clifford Odimegwu (1999) "Family Planning Attitudes and Use in Nigeria: A Factor Analysis" (<http://www.guttmacher.org/pubs/journals/2508699.pdf>)
3. Miller, Katherine (2002) "Three Classic Models of Persuasion" in *Communication Theories* Boston: McGraw Hill (pp114-125)

Thinking:

(1) What media were used in the Nigeria case?

(2) What roles did these media play in the Nigeria case?

(3) What do you learn about organizing a development communication campaign from the Nigerian case?

Session 5

Small Media and Community Development

Reading:

- 1) Rural Newspaper Forums: Another Model of Communication for Development
- 2) Radio Strategies for Community Development

Thinking:

What are the strengths of the Rural Newspaper Forum? What are the weaknesses?

Should radio still be considered as an important medium for development communication? Why?

Session 6

Participatory Communication and Case Study

Reading:

1. Involving People in a Participatory Process
2. "Community Education: the Maribyrnong experiment" in *Building Stronger Communities* (pp146-149)

Thinking:

1. Summarise some key strategies of participatory communication from the case discussed in the article: "Community Education: the Maribyrnong experiment".
2. What are the strengths and weaknesses of participatory communication?

Session 7

Achievement Motivation theory and DevCom

Reading:

1. Creative Message Design Strategies in *Designing Messages for Development Communication* (pp155-172)
2. A Theory of Achievement Motivation in *Human Motivation* (pp 180-202)

Thinking:

- 1) How do you understand audience-responsive message design?
- 2) What are the components of audience-responsive message design?
- 3) Find some examples of the following creative strategies:

- USP strategy
- Image strategy
- Positioning strategy
- Entertainment and education strategy

(These strategies are discussed in page 165 of the first reading material.)

Session 8

Integrated Marketing Communications

Reading:

1. Belch, G.E. and Belch M. A (2007) pp5-25, "Chapter 1 An Introduction to Integrated Marketing

Communications” in *Advertising and Promotion, Boston: McGraw-Hill*

2. Conduct an online search on current critiques about IMC.

Thinking:

1. What are the components of the IMC mix?
2. What do you think is the core of the IMC concept?

Session 9

Media Freedom and Ethics

Reading:

1. Syed Arabi “Press Freedom and Responsibility in a Developing Society”
2. Aidan White (2009) “Media Accountability: Setting Standards for Journalism and Democracy” <http://ethicaljournalisminitiative.org/assets/docs/009/135/b548609-5902487.pdf>

Thinking:

1. How do you understand the meaning of Freedom of communication?
2. How do you understand the relationship between media freedom and responsibility?

Session 10

Public Sphere and Public Journalism

Reading:

1. Arthur S. Hayes (2008) “Public Journalism: Press Criticism as an Ongoing Experiment” in *Press Critics Are the Fifth Estate (Chapter 8)*
2. Philip Meyer (1995) “Public Journalism and the Problem of Objectivity” <http://www.unc.edu/~pmeyer/ire95pj.htm>

Thinking:

1. What is the core concept of the Public Journalism theory?
2. Is this decade old theory still relative in the present day? Why?

Week 11- 13

Group Project and Presentation

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 <http://mq.edu.au/policy/docs/assessm>

[ent/policy_2016.html](#). For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- Communicate and work effectively in culturally diverse environment.

Assessment tasks

- Participation
- Weekly reading seminar
- Final project

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Interpret mass media's functions, responsibility and usage in communication for social change by drawing on interdisciplinary theories and concepts.
- Conceptualise relationships between media, communication, development, and development communication in various social, political and economic contexts.
- Critically analyse and evaluate cases of communication for social change in various social, political and economic contexts.

- Apply interdisciplinary theories in practical settings to design projects of communication for social change.

Assessment tasks

- Weekly reading seminar
- Research paper
- Final project

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Interpret mass media's functions, responsibility and usage in communication for social change by drawing on interdisciplinary theories and concepts.
- Conceptualise relationships between media, communication, development, and development communication in various social, political and economic contexts.
- Critically analyse and evaluate cases of communication for social change in various social, political and economic contexts.
- Apply interdisciplinary theories in practical settings to design projects of communication for social change.

Assessment tasks

- Research paper
- Final project

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Apply interdisciplinary theories in practical settings to design projects of communication

for social change.

Assessment task

- Final project

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Communicate and work effectively in culturally diverse environment.

Assessment tasks

- Participation
- Weekly reading seminar
- Final project

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- Communicate and work effectively in culturally diverse environment.

Assessment tasks

- Participation
- Weekly reading seminar
- Final project