



WMEC100

Introduction to International Communication

MUIC Term 2 2016

Macquarie University International College

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

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Contact Staff Member

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

"We cannot not communicate." (Watzlawick, 1973). This unit introduces a theoretical framework for the study of international communication. It provides students with a toolbox that can be used to critically approach and analyse communication processes and the creation of meaning. The aim of this unit, and of international communication in general, is to create an awareness of the self and the other and to facilitate, analyse and improve communication processes between these entities. Tutorials focus on practical tasks and consist of the application of theory and methodology, the examination of the institutional settings of international communication through case studies, and on issues around advertising, public relations, new media, global media and development communication. Students will practise semiotic analysis, content analysis, case study, and close reading.

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:

Recognise and define different areas of International Communication theory

Explain the key theories and research methods of various different fields and apply them to International Communication

Demonstrate the importance and relevance of academic literacy skills for International Communication

Demonstrate understandings of international communication issues and communication skills in an international context

Use discipline specific terminology to communicate concepts and ideas relevant to this unit

General Assessment Information

Requirements to Pass

In order to pass this unit a student must:

- Pass the final examination or final assessment task
- Achieve a Standard Numerical Grade (SNG) of 50 or more in the unit
- Attend at least 80% of scheduled classes

For further details about grading, please refer to the [Grading Policy](#).

Submission of Assessment Tasks

Assessments must be submitted following instructions provided in class. Assessment tasks which have not been submitted as required will not be marked. They will be considered a non-submission and zero marks will be awarded.

Turnitin

Turnitin compares electronically submitted papers to a database of academic publications, internet sources and other papers that have been submitted into the system to identify matching text. It then produces an Originality Report which identifies text taken from other sources, and generates a similarity percentage to judge whether plagiarism has occurred (see Academic Honesty section below).

Multiple submissions may be possible via Turnitin prior to the due date of an assessment and originality reports may be made available to students. In such cases they should be used to check work for plagiarism prior to a final submission. As a general guideline, a similarity percentage of below 15% will probably indicate that plagiarism has not occurred. However, if there is a matching block of text then this could be considered plagiarism unless it has been correctly referenced.

Where there is a requirement for assessment tasks to be submitted through Turnitin, it is the student's responsibility to ensure that work is submitted correctly prior to the due date. Hard copies will not be accepted unless indicated otherwise by a teaching staff member. Records in Turnitin will be taken as records of submission. For assistance submitting through Turnitin, you may approach your teacher, lodge a [OneHelp](#) Ticket, refer to the [IT help page](#) or seek

assistance from [Student Connect](#).

Students should note that for a first time submission the Originality Report will be available immediately post submission but for any subsequent submissions it will take 24 hours for the report to be generated. This may be after the due date so students should plan their submission carefully.

Missed Assessments

The University recognises that students may experience unexpected events and circumstances that adversely affect their academic performance in assessment activities, for example illness. In order to support students who have experienced a serious and unavoidable disruption, the University will provide affected students with an additional opportunity to demonstrate that they have met the learning outcomes of a unit. An additional opportunity provided under such circumstances is referred to as special consideration.

The [Disruption to Studies Policy](#) applies only to *serious and unavoidable* disruptions that arise after a study period has commenced. Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support may be sought through [Campus Wellbeing](#) and [Support Services](#).

Serious and Unavoidable Disruption The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and / or
- prevented completion of a final examination.

To be eligible for Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online via the University's [Ask MQ](#) system. A Disruption to Studies notification must be supported by documentary [evidence](#).

In submitting a Disruption to Studies notification, a student is acknowledging that they may be required to undertake additional work. The time and date, deadline or format of any required extra assessable work as a result of a disruption to studies notification is not negotiable and in submitting a disruption to studies notification, a student is agreeing to make themselves available to complete any extra work as required.

Please refer to the [Disruption to Studies Policy](#) for further details.

Extensions & Late Submissions

To apply for an extension of time for submission of an assessment item, students must submit a Disruptions to Studies notification via ask.mq.edu.au.

Late submissions without an approved extension are possible but will be penalised at 20% per day up to 4 days (weekend inclusive). If a student submits an assessment task 5 or more days after the due date without grounds for special consideration (See [Disruptions to Studies Policy](#)) a record or submission will be made but the student will receive zero marks for the assessment task.

Final Examinations and Final Assessment Tasks

Final exams and final assessments will typically take place in Week 6 or Monday of Week 7. All students enrolled in a teaching session are expected to ensure they are available up until and including Monday of Week 7 to undertake examinations. Passing the final exam or final assessment task is a requirement to pass this unit.

Details of teaching session dates can be found on the [Important Dates](#) calendar. Due dates for assessments will be available in the unit guide and final examination timetables will be released to students prior to Week 5.

Planning for an exam is very important. All students should be familiar with the [Exam Rules](#). In addition, students should refer to the below links for other important examination related information.

- [Talk to your lecturer](#)
- [Revision tips](#)
- [What to bring with you](#)
- [What not to bring with you](#)
- [Where to get help](#)
- [Tips for Success](#)

It is not uncommon for students to have two examinations in one day.

Conduct During Assessments and Examinations

Students must adhere to the [Student Code of Conduct](#) and [Academic Honesty Policy](#) at all times.

Students will be provided with instructions relating to conduct during in-class assessment tasks. For all examinations, students will be required to:

- provide photographic proof of identity for the duration of the examination. This must be visible at all times during the examination.
- leave mobile phones, electronic devices, bags, computers, notes, books and similar items outside a final examination venue or in a designated space
- ensure any water brought into the examination room is in a clear and unmarked bottle
- obey all instructions provided by an Examination Supervisor

- refrain from communicating in any way with another student once they have entered the examination venue.

Students are NOT permitted:

- into an examination venue once one hour from the time of commencement (excluding any reading time) has elapsed
- to leave an examination venue *before* one hour from the time of commencement (excluding any reading time) has elapsed
- to be readmitted to an examination venue unless they were under approved supervision during the full period of their absence
- to obtain or attempt to obtain assistance in undertaking or completing the examination script
- to receive or attempt to receive assistance in undertaking or completing the examination script.

Students should also ensure they follow all requirements of the [Final Examination Policy](#).

Supplementary Examinations

Supplementary final examinations are held during the scheduled Supplementary Final exam Period. This may fall in Week 7 or within the first week of the subsequent teaching term. Results for supplementary exams may not be available for up to two weeks following the supplementary examination. Students in their final term of study who undertake supplementary final exams should note that formal completion of their Diploma Program will not be possible until supplementary results are released and this may impact on their ability to enrol in subsequent programs of study on time.

Retention of Originals

It is the responsibility of the student to retain a copy of any work submitted and produce another copy of all work submitted if requested. Copies should be retained until the end of the grade appeal period each term.

In the event that a student is asked to produce another copy of work submitted and is unable to do so, they may be awarded zero (0) for that particular assessment task.

The University may request and retain the originals of any documentation or evidence submitted to support notifications of disruptions to studies. Requests for original documentation will be sent to the applicant's student email address within six (6) months of notification by the student. Students must retain all original documentation for the duration of this six (6) month period and must supply original documents to the University within ten (10) working days of such a request being made.

Contacting Teaching Staff and Obtaining Help and Feedback

Students may contact teaching staff at any time during the term by using the contact details

provided in this guide.

For all university related correspondence, students are required to use their official Macquarie University student email account which may be accessed via the [Macquarie University Student Portal](#). Inquiries from personal email accounts will not be attended to.

Students may seek additional feedback at any time during the term and general feedback about their performance in a unit up to 6 months following results release.

Assessment Tasks

Name	Weighting	Due
1. Paraphrasing and Quoting	10%	end of week 4 (27/03/2016)
2. Semiotic Analysis	30%	17/03/2016 5pm (week 3)
3. Final Exam	40%	07/04/2016
4. Participation	20%	ongoing

1. Paraphrasing and Quoting

Due: **end of week 4 (27/03/2016)**

Weighting: **10%**

This assignment consists of 2 parts. Part one (identifying direct quotes and paraphrased ideas, 5%) is a multiple-choice quiz on iLearn and can be completed any time after week 1 where lessons are dedicated to paraphrasing, quoting and referencing. The due date for the completion of part 1 is by the end of week 4. It should take you only 20 minutes to complete. You can attempt the quiz 5 times and your average mark will count. The second part (paraphrasing ideas from an article in week 2, 10%) can be completed any time before the end of week 4. Please check instructions on iLearn.

Grading criteria:

- Excellent, succinct summary, captures the most significant points, clearly expressed. No errors in spelling, grammar or referencing. (HD)
- An excellent, succinct summary that captures the main points, but may have minor errors in referencing, spelling or grammar. (D)
- A good summary, with the most important points included. Could be more succinct/less wordy. Extra details or not enough explanation may detract from the summary. Generally well referenced, but there may be noticeable errors. (CR)
- The summary is unclear, but shows an attempt to grasp the key points of the reading, though it may focus more on tangential points. Referencing may be more faulty than correct.(P)

- The summary does not touch on the main ideas in the reading at all and referencing may be missing or entirely inadequate. The summary may be seriously plagiarised. (F)

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- Demonstrate understandings of international communication issues and communication skills in an international context
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

2. Semiotic Analysis

Due: **17/03/2016 5pm (week 3)**

Weighting: **30%**

You will be given (on iLearn) advertisements to choose from for your written analysis. In your short essay (around 1000 words +/- 10%), you should use the semiotic terms (eg. icon, index, symbol) that have been introduced in class to explain how the ad is constructed, how meaning is created, if the ad is effective or not. Your analysis should be precise, concise, and use semiotic theory. Using relevant references and providing a reference list are compulsory. Please check instructions on iLearn. Written analysis needs to be submitted via Turnitin on iLearn by 5pm, week 3. Please see assessment brief for more detailed marking criteria.

Grading criteria:

- Correct application of semiotic terms to the interpretation of advertisements.
- Critical reflection on how semiotic theory ties into the way the advertisement is produced and the message is received.
- Writing skills and grammatical skills
- Consistent referencing and good choice of sources, with good reference to semioticians

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skills in an international context

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3. Final Exam

Due: **07/04/2016**

Weighting: **40%**

The final test will be an in-class, closed-book test consisting of two parts. The first part consists of 15 multiple-choice questions that you will complete within 30 minutes. The second part consists of three open-ended short questions, that you are supposed to answer once you have submitted your first part (word minimum 150 words and 200 for last question)

Grading criteria:

First part:

correctness of answers (only one correct answer per question, one point per correct answer)

Second part:

Question answered completely and in a coherent way, critical argument provided, theories explained and illustrated, representatives mentioned, examples provided, theory criticised or critical approach to application (HD)

Question answered completely and coherently, critical argument provided, theories explained and illustrated, representatives mentioned, examples provided (D)

Question mostly answered, attempt to provide argument, theories explained, examples provided (C)

Question mostly answered, theories explained, example provided (P)

Question partially answered, theories partially explained, no examples and representatives (F)

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4. Participation

Due: **ongoing**

Weighting: **20%**

Marks are awarded for active participation in tutorials rather than for attendance. There will also be quizzes and online activities to check students' understanding of the readings and the lecture content. Attempting these quizzes in class, is part of the participation mark. Students are expected to bring in their knowledge of international issues and current affairs and to actively participate in group activities.

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Delivery and Resources

DELIVERY & RESOURCES

Scheduled Class Time & Timetables

Weekly face to face contact for this unit will be 6 hours consisting of 2 x 3 hour lessons (36 hours per term).

Students will be able to enrol in their classes and view their personal timetable via eStudent and may also view general timetable information via Macquarie University's [Timetable page](#).

If any scheduled class falls on a public holiday a make-up lesson may be scheduled. Where appropriate, the instructor may instead organise an online make-up lesson which would require students to access online learning materials and/or complete activities outside of class rather than attending a make-up lesson. Scheduled make-up days will be announced in class and attendance will be taken for both for face to face and online make-up lessons.

Attendance Requirements - All students

All students are required to attend at least 80% of scheduled class time to pass this unit.

Attendance will be monitored in each lesson & students will be able to see their attendance records for a unit via iLearn.

Where a student is present for a part of a lesson (for example arrives late, leaves early, leaves the class frequently or for lengthy periods, engages in inappropriate or unrelated activities or does not participate actively in the majority of the lesson) the teacher reserves the right to mark a

student absent for that part of the lesson.

Because of the intensive nature of this program, students should be aware that their attendance in this unit may fall below 80% relatively quickly.

In cases of unavoidable non-attendance due to illness or circumstances beyond control, students should lodge a [Disruption to Studies](#) Notification via ask.mq.edu.au within 5 working days and supply relevant supporting documentation, even if they have not missed a formal assessment task. This will ensure that appropriate records of unavoidable absences can be made.

For further information on attendance, please refer to the [Attendance and Study Load Policy](#).

iLearn

[iLearn](#) is Macquarie's online learning management system and a principal resource which will be used throughout the term. Students should access iLearn at least 3 times per week as it will contain important information including:

- Announcements - Teaching staff will communicate to the class using iLearn announcements.
- A link to the unit guide for the unit and staff contact details
- Lecture notes and recordings where available
- Learning and teaching activities and resources
- Assessment information
- Tutorial questions and solutions
- Assessment submission tools such as Turnitin
- Other relevant material

For any technical or support issues using iLearn, please contact the IT helpdesk (Ph. 02 9850 4357) or lodge a ticket using [OneHelp](#).

Classes in WMEC100 are composed of 12 lessons per unit. The structure of the unit is a 2x3-hour lessons per week (6 face-to-face hours per week).

TECHNOLOGY USED AND REQUIRED

Online units can be assessed at iLearn: <http://ilearn.mq.edu.au>

iLearn is the main platform for material sharing, communication and assignment submission.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Unit readings are available on e-Research on [Macquarie University library website](#). Use the third tab 'Unit Readings' in Multisearch and type in 'ICOM100', you'll find all readings plus additional ones there.

More materials will be uploaded on iLearn.

Unit Schedule

<i>Week/ Lesson</i>	<i>Topic/Content Covered</i>	<i>Required Reading</i>	<i>Associated Tasks</i>	<i>Assessment Task</i>
1.1	<p>International Communication: Paradigms&Perspectives</p> <p>This very important class teaches you about the foundations of International Communication. We will look at different perspectives and models of communication.</p>	<p>West, R & Turner, LH (eds) 2004, <i>What is Communication? in Introduction to communication theory: Analysis and application</i>, McGraw Hill, New York, pp.3-21.</p> <p>Thussu, DK 2000, 'Approaches to theorizing international communication' in <i>International communication: Continuity and change</i>, Arnold, London, pp.53-81.</p>	<p>We will look at the different assessment tasks and there will also be time to ask questions about the assessments.</p>	
1.2	<p>Cultures of Global Communication</p> <p>Today, we will look at how culture influences communication and explore different areas of communication, such as non-verbal communication.</p>	<p>Karim HK, 2010, 'Re-viewing the 'national' in 'international communication': Through the lens of diaspora' in DK Thussu, D.K. <i>International communication: A reader</i>, Routledge, London and New York. pp.393-409.</p> <p>Martin, JN & Nakayama TK (eds), 2007, (4th edition), <i>Nonverbal codes and cultural space in International communication in contexts</i>, McGraw-Hill, Boston, pp.254-279.</p>	<p>Paraphrasing workshop – how to summarise a message and integrate it into your own text.</p>	<p>You may complete the paraphrasing and quoting assignment (1) from today onwards.</p>

Week/ Lesson	Topic/Content Covered	Required Reading	Associated Tasks	Assessment Task
2.1	<p>Semiotics - The Creation of Meaning</p> <p>The main theme of this lesson is how meaning is created. We will learn to use semiotic terms such as icon, index and symbol to analyse advertisements. This will be essential for your second assessment.</p>	<p>Fiske, J 1990, 'Communication, meaning, and signs', in <i>Introduction to communication studies</i>, Routledge, London, New York, pp.39-63.</p> <p>Fiske, J 1990, 'Signification' in <i>Introduction to communication studies</i>, Routledge, London, New York, 85-98.</p>	<p>We will practice how to analyse a poster/ advertisement in terms of semiotics and the construction of meaning to prepare for the second assessment.</p>	<p>You may want to start working on the second assessment (semiotic analysis) from today onwards.</p>
2.2	<p>International Advertising Campaigns and Public Relations</p> <p>Today, we will look at advertising and public relations in general, in Australia and from an international perspective. The power of advertising and key issues and effects are central for today's session.</p>	<p>Newsom, D 2007, The roles of advertising and public relations, in <i>Bridging the gaps in global communication</i>. Blackwell, Oxford, pp.113-124.</p>	<p>We will analyse advantages and disadvantages of advertising through different media channels.</p>	
3.1	<p>Advertising AIDS</p> <p>This week, we will look at government advertising - what it is about, what the principles are, how to design a government advertising campaign and the semiotics and discourse of the campaigns. Take HIV/AIDS advertising as an example, the lesson examines how HIV/AIDS is communicated in international advertising campaigns from a semiotic perspective.</p>	<p>Tulloch, J & Lupton, D 1997, AIDS advertisements: The state/marketing interface, in <i>Television, AIDS and risk</i>, Allen & Unwin, St. Leonards, pp.3-13.</p> <p>Tulloch, J & Lupton, D 1997, Introduction, in <i>Television, AIDS and risk</i>, Allen & Unwin, St. Leonards, pp.3-13.</p>	<p>We will try to come up with strategies for our own campaigns on different aspects of public interest.</p>	
3.2	<p>Global Media Flows</p> <p>This week is dedicated to international media flows and contra-flows of visual media. We'll look at dominant as well as transnational and geo-cultural flows.</p>	<p>Thussu, DK 2010, Mapping global media flow and contra-flow, in DK Thussu (ed.), <i>International communication: A reader</i>, Routledge. London, New York, pp.221-238.</p>	<p>We want to look at the Australian media landscape and look at dominant and contra-flows here.</p>	<p>Semiotic Analysis (Assessment 2) is due (online submission)</p>

Week/ Lesson	Topic/Content Covered	Required Reading	Associated Tasks	Assessment Task
4.1	<p>Global Media and Public Sphere</p> <p>This session will introduce Habermas' concept of the public sphere and lead to a discussion about space for public sphere within the new media.</p>	<p>Castells, M 2010, The new public sphere: Global civil society, communication networks, and global governance, in DK Thussu (ed.), <i>International communication: A reader</i>, Routledge, London, New York, pp.36-55.</p> <p>Additional Reading:</p> <p>Jacobson, TL 2000, 'Cultural hybridity and public sphere' in KG Wilkins <i>Redeveloping communication for social change: Theory, practice and power</i>, Rowman and Littlefield, Lanham, Boulder, New York and Oxford, pp.55-69.</p>	<p>We will think about how new media strengthen or weaken the public sphere.</p>	
4.2	<p>International Communication and Power</p> <p>We will explore the concept of 'nation' and how power is distributed. Further, we will explore the role of public diplomacy and soft power.</p>	<p>Mingst, KA, 2008, The state. In <i>Essentials of international relations</i> (4thed) Norton, New York and London, pp.107-137.</p> <p>Nye, J 2008, Public diplomacy and soft power. <i>The Annals of the American Academy of Political and Social Science</i>, Vol. 616, Public Diplomacy in a Changing World, Mar., 2008, pp. 94-109.</p>	<p>We will explore different forms of power and their effects.</p>	
5.1	<p>International Communication in the Internet Age</p>	<p>Seib, P 2012, Introduction. In <i>Real time diplomacy: Politics and power in the social media era</i>, Palgrave Macmillan, New York, pp.1-14</p> <p>Additional Reading:</p> <p>Konjin, EA., Utz, S, Tanis, M, Barnes, SB 2008, <i>Introduction: How technology affects human interaction in Mediated interpersonal communication</i>, Routledge, New York and London, pp.3-13.</p>		

Week/ Lesson	Topic/Content Covered	Required Reading	Associated Tasks	Assessment Task
5.2	<p>International Communication and Language</p> <p>Different languages can be one of the biggest obstacles in International Communication. We will look at the role of English as lingua franca and explore how useful the ability to speak a foreign language is in international environments such as business, education, and politics.</p>	<p>Mackey, P 2007, The future Englishes of the world: One lingua franca or many? [online]. <i>English Australia Journal</i>, vol. 23, no. 2, 12-19.</p>	<p>We will explore different types of language domains and their rules.</p>	<p>Paraphrasing and Quoting Assessment (2 parts) is due</p>
6.1	<p>International Negotiations</p> <p>This lesson is about the purpose of effective International Communication in international negotiations.</p> <p>We will then revise this unit and prepare for the Final Exam.</p>	<p>Walker, RA 2004, <i>Purposeful international negotiation</i>. Palgrave Macmillan, New York, pp.173-194.</p>	<p>Together we will revise the content of the last 6 weeks and prepare for the Final Exam.</p>	
6.2	<p>Final Exam (Assessment 3)</p>			<p>Final Exam (in class)</p>

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/assessment/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>.

Additional information

MUIC website: http://students.mq.edu.au/student_admin/macquarie_university_international_college/

Information is correct at the time of publication

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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment tasks

- 2. Semiotic Analysis
- 4. Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Explain the key theories and research methods of various different fields and apply them to International Communication
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Assessment tasks

- 1. Paraphrasing and Quoting
- 2. Semiotic Analysis
- 3. Final Exam
- 4. Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Recognise and define different areas of International Communication theory
- Explain the key theories and research methods of various different fields and apply them to International Communication
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- Demonstrate understandings of international communication issues and communication skills in an international context

Assessment tasks

- 1. Paraphrasing and Quoting
- 2. Semiotic Analysis
- 3. Final Exam
- 4. Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Recognise and define different areas of International Communication theory
- Explain the key theories and research methods of various different fields and apply them to International Communication
- Demonstrate the importance and relevance of academic literacy skills for International Communication
- Demonstrate understandings of international communication issues and communication skills in an international context
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Assessment tasks

- 1. Paraphrasing and Quoting

- 2. Semiotic Analysis
- 3. Final Exam
- 4. Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Recognise and define different areas of International Communication theory
- Explain the key theories and research methods of various different fields and apply them to International Communication
- Demonstrate the importance and relevance of academic literacy skills for International Communication
- Demonstrate understandings of international communication issues and communication skills in an international context
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Assessment tasks

- 2. Semiotic Analysis
- 3. Final Exam
- 4. Participation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Recognise and define different areas of International Communication theory
- Explain the key theories and research methods of various different fields and apply them

to International Communication

Assessment tasks

- 1. Paraphrasing and Quoting
- 2. Semiotic Analysis
- 3. Final Exam
- 4. Participation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Explain the key theories and research methods of various different fields and apply them to International Communication
- Demonstrate the importance and relevance of academic literacy skills for International Communication
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Assessment tasks

- 1. Paraphrasing and Quoting
- 2. Semiotic Analysis
- 3. Final Exam
- 4. Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Recognise and define different areas of International Communication theory
- Explain the key theories and research methods of various different fields and apply them to International Communication
- Demonstrate understandings of international communication issues and communication skills in an international context
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Assessment task

- 4. Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Demonstrate understandings of international communication issues and communication skills in an international context
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Assessment tasks

- 2. Semiotic Analysis
- 4. Participation

Changes from Previous Offering

The final assessment (essay) was replaced by a final exam).

Assignment Submission

Assessment 1 and 2 will be submitted and marked online. The electronic versions will be submitted via Turnitin on iLearn. The final test is paper-based and in-class.

Information about how to submit work online can be accessed through the iLearn unit.

Return of marked work

During semester, marked electronic copies of assignment 1 and 2 will be returned to students.

The final test will be returned to the reception.

Late Penalty - 2% per day (including weekends) over the due date.

Any assessment task that is handed in late, will incur a late penalty of 2% per day, unless the student has handed in a medical certificate to the convenor, or applied to the convenor for an extension through the 'Disruption of Studies'.

Changes since First Published

Date	Description
29/02/2016	Contact details of teachers are updated.