



# ICOM202

## International Communication Campaigns

S1 Day 2017

*Department of Media, Music, Communication and Cultural Studies*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Y3A 165I

Please email me for a consultation time

Credit points

3

Prerequisites

12cp at 100 level or above

Corequisites

Co-badged status

ICOZ202

Unit description

This unit applies theories of development communication, social marketing and persuasion in the design of international communication campaigns to achieve planned social change. The unit aims to investigate how cultural values and assumptions shape communication methods, media choice and audience reception. Using the latest research, students identify an area of need, and design a campaign plan using traditional and new media forms that can be delivered across cultures. Case studies of information campaigns developed by governments, non-government organisations (NGOs) and international agencies such as the United Nations are critiqued. Students have the opportunity to develop a campaign plan for an International NGO identified. This on-campus project uses online communication technologies such as Skype and email to engage virtually with the partner organisation.

## 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:

Identify and discuss key theories and concepts in the field of communication for social change.

Evaluate critically the effectiveness of various social change campaigns.

Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.

Identify social issues in the developing world and find effective solutions.

Apply advanced communication skills, including the ability to critique, write and present clear and persuasive arguments.

Participate in team activities during and outside of class to achieve outcomes in a professional context.

## General Assessment Information

There are no examinations in this unit.

As participation in team activity during class is linked to and underpins the unit Learning Outcomes, you will need to either apply for Disruptions to Studies to cover any missed tutorial (if the disruption is greater than three consecutive days) or supply appropriate documentation to your unit convenor for any missed tutorial (if less than three consecutive days). Group collaboration is an essential part of the final project. You are expected to present yourself for all group meetings and the final in-class presentation at the time and place designated.

### 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%. 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	Hurdle	Due
<a href="#"><u>Knowledge Quiz</u></a>	20%	No	Week 4
<a href="#"><u>Campaign Critique</u></a>	30%	No	3 April
<a href="#"><u>Campaign Plan</u></a>	50%	No	Week 11-13

## Knowledge Quiz

Due: **Week 4**

Weighting: **20%**

Students will take an online quiz to be completed by end of week 4. This will be in multiple choice format to test students' knowledge and understanding of lectures and unit readings in weeks 2,

3, and 4.

Assessment submission: The quiz can be accessed through iLearn in Week 4.

#### Assessment Criteria

Students will be assessed on their ability to: Demonstrate understanding of key theories and approaches that have informed communication for development campaigns; Define key concepts covered in the assigned reading; Identify research methods used to inform campaign design.

On successful completion you will be able to:

- Identify and discuss key theories and concepts in the field of communication for social change.

## Campaign Critique

Due: **3 April**

Weighting: **30%**

Research and choose an existing campaign (social change/development, health, environment) currently being run by one of the United Nations agencies (e.g. FAO, UNDP, UNESCO, UNICEF, UNIFEM, UNAIDS, WHO) or an NGO. No fundraising campaigns! Write a critical evaluation of different elements of the campaign using the template provided (download format from iLearn). Relate the unit readings and/or other relevant literature in your discussion of the campaign. Attach 2 printed pages from the campaign website as appendix. Word count: 1500 words

Assessment submission: Turnitin submission only.

#### Assessment Criteria

Students will be assessed on their ability to: Demonstrate knowledge and understanding of key theories and concepts in the field of communication for social change; Analyse critically the effectiveness of social change campaigns including the key elements of the campaign supported by examples; Research sources of information and integrate that research into the essay; Integrate cross cultural perspectives in their analysis; Apply use of academic conventions such as the use of appropriate style, correct grammar and citations in written submissions.

This Assessment Task relates to the following Learning Outcomes:

- Identify and discuss key theories and concepts in the field of communication for social change.
- Evaluate critically the effectiveness of various social change campaigns.
- Apply advanced communication skills, including the ability to critique, write and present clear and persuasive arguments.

On successful completion you will be able to:

- Identify and discuss key theories and concepts in the field of communication for social

change.

- Evaluate critically the effectiveness of various social change campaigns.
- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Apply advanced communication skills, including the ability to critique, write and present clear and persuasive arguments.

## Campaign Plan

Due: **Week 11-13**

Weighting: **50%**

There are two parts to this assignment - A group presentation and a written campaign report with individual sections.

### **Design Presentation 20%**

Funding Bid: Pitching your Campaign Plan to the Client. Your team has been asked by a billionaire philanthropist to develop a proposal for an international communication campaign focusing on one of the Sustainable Development Goals <https://sustainabledevelopment.un.org/sdgs>. Develop a social change campaign to be implemented in a developing country context. You are pitching for a \$50,000 grant towards this campaign. Your team is made up of four people, and you will have 20 minutes to make a presentation highlighting the key elements of your campaign to your client. (Do not plan a fundraising campaign)

Students will collaboratively design and develop written and audio visual material such as logos, slide shows, prototypes of brochures, flyers, and other material as required.

### **Report 30%**

Submit the campaign plan in report format (available on iLearn) clearly identifying the author(s) of each section. All sections will be collated and submitted as one report. Word count: Approximately 1200 words per student. Each student will also submit a record of attendance and their contribution to group meetings as part of the individual mark.

Assessment submission: Class presentation and Turnitin submission. Please collate all material as part of one report including the individual self reflection questionnaire and the meeting log.

### Assessment Criteria

Students will be assessed on their ability to: Present a clear campaign plan within the required framework; Integrate ethical and cross cultural perspectives in project design; Demonstrate knowledge and relevance of theoretical approaches used; Integrate Ideas and originality in message design; Apply advanced communication skills in written and verbal form including presentation skills, use of resources and graphics, and knowledge of report structure; Participate in team work by behaving pro-actively, being punctual, taking action and accepting responsibility; Engage in self-reflection by providing thoughtful answers about team collaboration.

On successful completion you will be able to:

- Identify and discuss key theories and concepts in the field of communication for social change.
- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Identify social issues in the developing world and find effective solutions.
- Apply advanced communication skills, including the ability to critique, write and present clear and persuasive arguments.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.

## **Delivery and Resources**

### **Delivery**

There are no face to face lectures in this unit. Lectures will be recorded and can be accessed on Echo by Monday of each week. Tutorials begin in Wk 2.

All written assignments must be submitted into Turnitin. The online quiz is available via iLearn.

### **Resources**

#### **REQUIRED READING**

ICOM202 Unit readings are available online through the library e-Resources

#### **RECOMMENDED READING**

Recommended texts are available in reserve section of the library or online as follows:

Andreasen, A. (2006). *Social Marketing in the 21st Century*, Thousand Oaks; London; Delhi: Sage.

Donovan, Rob; Henley, Nadine (2010). *Principles and Practice of Social Marketing : An International Perspective*. Retrieved from <http://www.ebilib.com>

Ferguson, Sherry Devereaux (1999). *Communication Planning: An Integrated Approach*, Thousand Oaks: Sage Publications.

Gumucio-Dagron, A. and Tufte, T. (2006). *Communication for Social Change Anthology: Historical and Contemporary Readings*, New Jersey: Communication for Social Change Consortium.

Hastings, G. (2007). *Social Marketing: Why Should the Devil Have all the best Tunes?* Oxford: Elsevier.

Melkote, S. and Steeves, L. (2001). *Communication for Development in the Third World*. New Delhi, Thousand Oaks, London: Sage.

Mody, B. (Ed.) (2003) International and Development Communication: A 21st Century Perspective. Thousand Oaks, London, New Delhi: Sage.

Rice, R. & Atkins, C. (Eds.) (2013). Public Communication Campaigns, 4th Edition. Thousand Oaks: Sage Publications.

Wilkins, Karin Gwinn; Tufte, Thomas; Obregon, Rafael (2014). Handbook of Development Communication and Social Change. Retrieved from <http://www.ebilib.com>

### Useful Online Resources

United Nations <http://www.un.org/english/>

Sustainable Development Goals <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

UNDP <http://www.ua.undp.org/content/undp/en/home/sdgoverview/post-2015-development-agenda.html>

World Bank <http://www.worldbank.org/>

Communication For Social Change [www.communicationforsocialchange.org/](http://www.communicationforsocialchange.org/)

Communication Initiative Network [www.cominit.com/](http://www.cominit.com/)

UNIFEM's 'Say NO to Violence against Women' [http://www.unifem.org/campaigns/vaw\\_25nov/](http://www.unifem.org/campaigns/vaw_25nov/)

Worldaids campaign [http://www.worldaidscampaign.info/static/en/campaigns/in\\_country\\_campaigns/](http://www.worldaidscampaign.info/static/en/campaigns/in_country_campaigns/)

GetUp! Action for Australia <http://www.getup.org.au/campaigns/>

Greenpeace <http://www.greenpeace.org/international/en/>

The Community Tool Box <http://ctb.ku.edu/en/tablecontents/>

## Unit Schedule

Week 1 Unit Overview and Introduction to the field	An overview of the unit and introduction to the field. Who are the main actors (NGOs, UN, Government agencies) and what are the employment opportunities in the field? What are the Sustainable Development Goals?
Week 2 Approaches to Information Campaigns	Development communication, social marketing and public communication campaigns are different ways of achieving the same goal; to bring about planned social change using information in a relatively well defined audience.
Week 3 Theories that Inform the Field	Over the years theories of diffusion, persuasion, participation and dialogue have informed campaign design.

Week 4 Research Techniques	Formative evaluation research provides vital information about target audiences and their orientation which is useful in message creation and implementation to achieve the desired outcome.
Week 5 Planning the Campaign	Through a case study of a social marketing campaign various aspects of campaign planning and implementation are discussed and critiqued.
Week 6 Campaign Objective and Strategy	Developing a public communication campaign requires clear articulation of the objectives and strategies which are critical to a campaign's success. These relate to the types of behaviour change in the target group, and choice of message and media.
Week 7 Target Groups - Cultural and Gender Awareness	In developing an international campaign, organisers must have a deep cross-cultural awareness and gender sensitivity. This includes understanding the interplay of verbal communication, non-verbal communication, the cultural context and gender considerations.
Week 8 Media Selection	Choosing appropriate media for message delivery is important in reaching the targeted group. As people's use of media varies, a combination of different media is essential. Media selection can include print, radio and TV, as well as folk theatre, community media and the emerging new media such as the internet.
Week 9 Message Design and Principles of Persuasion	Modern messages are constructed using theories of perception, cognition and information acquisition. An understanding of these theories helps in the design and construction of messages that have an impact on the target audience and their behaviour.
Week 10 Implementation and Ethics	Campaigners should have an awareness of moral guidelines during the implementation phase.
Week 11 Feedback and Evaluation	A look at the least researched area of communication campaigns. Many campaigns fail to carry out feedback and evaluation which can provide valuable knowledge to other campaign organisers and social marketers on how to improve on past mistakes or integrate best practices.
Week 12 and 13 Issues to consider in the future	Some key issues in communication for development and social marketing are discussed by leading scholars in the field.

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/](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](http://ask.mq.edu.au).

## Additional information

MMCCS website [https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_media_music_communication_and_cultural_studies/)

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

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](http://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](http://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/](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:

#### Learning outcomes

- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Identify social issues in the developing world and find effective solutions.

#### Assessment task

- Campaign Plan

### 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 outcome

- Participate in team activities during and outside of class to achieve outcomes in a professional context.

## Assessment task

- Campaign Plan

## 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 outcome

- Participate in team activities during and outside of class to achieve outcomes in a professional context.

## Assessment task

- Campaign Plan

## 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

- Identify and discuss key theories and concepts in the field of communication for social change.
- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.

## Assessment tasks

- Knowledge Quiz
- Campaign Critique
- Campaign Plan

## 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

- Evaluate critically the effectiveness of various social change campaigns.
- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Apply advanced communication skills, including the ability to critique, write and present clear and persuasive arguments.

### Assessment tasks

- Campaign Critique
- Campaign Plan

## 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

- Evaluate critically the effectiveness of various social change campaigns.
- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Identify social issues in the developing world and find effective solutions.
- Apply advanced communication skills, including the ability to critique, write and present clear and persuasive arguments.

### Assessment task

- Campaign Plan

## 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

- Apply advanced communication skills, including the ability to critique, write and present clear and persuasive arguments.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.

### Assessment tasks

- Campaign Critique
- Campaign Plan

## 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

- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Identify social issues in the developing world and find effective solutions.

### Assessment task

- Campaign Plan

## 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**

- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Identify social issues in the developing world and find effective solutions.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.

## **Assessment task**

- Campaign Plan

## **Changes from Previous Offering**

Number of assessments have reduced from 4 to 3.

## **PACE Stream**

### **PACE INTERNATIONAL PROJECT IN ICOZ202**

This unit is co-badged with ICOZ202 PACE unit. Students work on-campus on real life campaigns using online communication technologies such as Skype and email to engage virtually with the partner organisation. Working in small teams, students develop a campaign plan based on a project brief provided by the NGO. Students follow the same lectures and unit resources as in ICOM202.

This is an exciting opportunity to combine what you've learnt in the classroom with a real world issue and undertaken in a unique virtual environment. If you would like to join ICOZ202 contact the unit convenor Usha Harris as soon as possible. [usha.harris@mq.edu.au](mailto:usha.harris@mq.edu.au)

See interviews with ICOZ202 students in this video: [https://www.youtube.com/embed/Gs22f\\_aG\\_ALE](https://www.youtube.com/embed/Gs22f_aG_ALE)