ICOM204

International Communication Campaigns

S1 Day 2018

Department of Media, Music, Communication and Cultural Studies

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Usha Harris
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Y3A 165I
By appointment

Credit points
3

Prerequisites
12cp at 100 level or above

Corequisites

Co-badged status

Unit description
This unit is a unique opportunity for students to gain experience in a global context, developing a communication campaign for an overseas non-government organisation (NGO), all without leaving campus. 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 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.

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.

Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

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 apply for Special Consideration to cover two or more missed seminars. Group collaboration is essential towards the completion 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.

Examples of assessments will be discussed in class.

Late Submissions / Special Consideration

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Feedback

Feedback in this unit is available in multiple forms: as informal feedback through the 'announcement' function in iLearn, if there are points of relevance to the whole class; in email communication with individual students by the convenor in response to questions related to unit activities; in personal consultations by phone or face to face as requested by appointment; as general comment, rubric and in-text comments attached to assignments marked in Turnitin; immediate feedback in response to questions completed in the online quiz

ASSESSMENT GRADES AND STATUS

Grade HD   Range 85-100   Status 'Standard Grade' in AMIS: Pass

Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical

evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.

Grade D   Range 75-84   Status 'Standard Grade' in AMIS: Pass

Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.

Grade C   Range 65-74   Status 'Standard Grade' in AMIS: Pass

Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.

Grade P   Range 50-64   Status 'Standard Grade' in AMIS: Pass

Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Grade F   Range 0-49   Status 'Standard Grade' in AMIS: Fail

Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.

Assessment Tasks

Name	Weighting	Hurdle	Due
Knowledge Quiz	20%	No	March 23 11.59pm
Campaign Critique	30%	No	14 April 11.59pm
Campaign Plan	50%	No	June 6 11.59pm

Knowledge Quiz

Due: **March 23 11.59pm**
Weighting: **20%**

Students will take an online quiz to be completed by the 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 from the beginning of Week 4.

Assessment Criteria

Students will be assessed on their ability to: Demonstrate understanding of key theories and approaches that have informed communication 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: **14 April 11.59pm**
Weighting: **30%**

Research and critique 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 international 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. It is highly recommended that you find a campaign on a similar theme to the campaign you are designing for the partner. This will give you a insight into other campaigns that have been designed, what has worked and what hasn't - valuable desk research towards your final project. Attach 2 pages from the campaign website as appendix (screen shot is acceptable). Word count:1200 words (individual assignment)

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 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.

- 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.

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.
- 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.

Campaign Plan

Due: **June 6 11.59pm**
Weighting: **50%**

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

In your allocated teams develop the assigned communication campaign for an overseas non-government organisation (NGO). This is an exciting opportunity to combine what you learn in the classroom with issues currently affecting communities in our region.

Gain experience of working in a virtual environment with an international partner. The project uses online communications such as Skype, Dropbox and email to engage virtually with the partner organisation. Students work in small teams to develop a campaign plan based on a project brief provided by the NGO. These campaigns will aim to create awareness and influence behaviour, attitude and opinion whilst representing marginalised groups' best interests.

Design 20% (Group)

Students will collaboratively design and develop written and audio visual material such as logos, brochures, flyers, Facebook and webpage content, slide shows, and other digital material. The project brief will be available in Week 2. You will have six formal Skype meetings with the partner during one hour extended tutorial sessions. In Week 13 you will formally present the project plan to the partner via Skype.

Report 30% (Individual)

Submit a written plan (report format available on iLearn) to the client in Week 13. Each student in the team will be responsible for different sections of the report which will be marked individually. However all sections must be collated and submitted as one report clearly identifying the

author(s) of each section, and a copy placed in Dropbox for Partner use. For their individual component students will do the following:

1. Demonstrate progressive contribution by filling the work-in-progress campaign template which will be checked by the convenor every two weeks.
2. Keep a record of attendance and their contribution to group meetings (as one group document).
3. Write a section of the report (approx. 1000 words) with student name and ID on each page.
4. Fill out a self-reflection questionnaire with student name and ID (500 words)

Assessment submission: In-class group presentation to the partner on Skype. Report and attendance record submitted in Turnitin by one person in the group. Self reflection questionnaire submitted individually to turnitin. **Leave a copy of the powerpoint and report only in the assigned Dropbox for the partner's use.**

Assessment Criteria

Students will be assessed on their ability to: Present a clear campaign plan within the required framework; Integrate ethical, sustainable and cross cultural perspectives in project design; Find effective solutions and apply originality in message design; Apply advanced communication skills in written and verbal form including presentation skills using resources and graphics in a virtual environment; Participate in team work by behaving pro-actively, being punctual, meeting deadlines and accepting responsibility in a professional setting.

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.
- 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.
- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

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 1.

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

Resources

REQUIRED READING

ICOM204 Unit readings are available online.

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.eblib.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.

Tufte, T. and P. Mefalopulos (2009). Participatory Communication: A Practical Guide. Washington, DC, The World Bank.

Wilkins, Karin Gwinn; Tufte, Thomas; Obregon, Rafael (2014). Handbook of Development Communication and Social Change. Retrieved from http://www.eblib.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-agen

da.html

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

Communication For Social Change www.communicationforsocialchange.org/

Communication Initiative Network   www.comminit.com/

UNIFEM's 'Say NO to Violence against Women' http://www.unifem.org/campaigns/vaw_25nov/

Worldaids campaign 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 modernisation, empowerment, stages of change and health belief models 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. 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	Finalise your campaign and present your campaign plan to the partner organisation.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the

key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (http s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-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/study/getting-started/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.m q.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu dents.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.

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/de

partment_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

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 tasks

- Campaign Critique
- 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 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.
- 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.
- Collaborate and interact professionally with outside partners in a cross-cultural and

virtual environment.

Assessment tasks

- Campaign Critique
- 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 outcomes

- 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.
- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

Assessment tasks

- Campaign Critique
- 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.
- Evaluate critically the effectiveness of various social change campaigns.
- 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.

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

Assessment tasks

- Campaign Critique
- 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

- 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.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.
- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

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.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.
- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

Assessment tasks

- Campaign Critique
- 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.
- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

Assessment tasks

- Campaign Critique
- Campaign Plan

Changes from Previous Offering

ICOM204 was previously offered under unit codes ICOM/ICOZ202.

PACE INTERNATIONAL PROJECT IN ICOM204

This unit offers students a unique opportunity to develop communication campaigns for an

overseas non-government organisation (NGO) without leaving campus! You will contribute to the efforts of an NGO working on issues affecting our region while also gaining real life work experience in international communication in an ever changing technological environment. Students will use online communications 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. This is an exciting opportunity to combine classroom learning with a real world issue delivered in a cross-cultural context.