



# ICOM100

## Introduction to International Communication

S1 Day 2013

*Media, Music, Communication and Cultural Studies*

### Contents

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|                                |    |
|--------------------------------|----|
| <u>General Information</u>     | 2  |
| <u>Learning Outcomes</u>       | 2  |
| <u>Assessment Tasks</u>        | 3  |
| <u>Delivery and Resources</u>  | 5  |
| <u>Unit Schedule</u>           | 6  |
| <u>Policies and Procedures</u> | 9  |
| <u>Graduate Capabilities</u>   | 10 |

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## General Information

Unit convenor and teaching staff

Unit Convenor

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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:

Students will be able to recognise and define different areas of International Communication theory

Students will be able to explain the key theories in these different fields

Students will be able to apply these key theories to set texts

Students will be able to use their research to construct a position from which to answer a

question relevant to International Communication

By the end of this unit, students will understand the importance and relevance of academic literacy skills for international communication

## Assessment Tasks

| Name                                     | Weighting | Due                   |
|--|-----------|-----------------------|
| <a href="#">Paraphrasing and quoting</a> | 10%       | on or before April 10 |
| <a href="#">Youth Culture Interview</a>  | 20%       | March 25, 4pm         |
| <a href="#">Semiotic Analysis</a>        | 25%       | April 10, 4pm         |
| <a href="#">Final essay</a>              | 35%       | May 27, 4pm           |
| <a href="#">Participation</a>            | 10%       | ongoing               |

### Paraphrasing and quoting

Due: **on or before April 10**

Weighting: **10%**

This is an online assignment that consists of 2 parts. Part one (identifying direct quotes and paraphrased ideas) can be completed any time after week 2 where tutorials are dedicated to paraphrasing, quoting and referencing. It should take you only 30 minutes to complete. The second part (paraphrasing ideas from a newspaper article) can be completed any time before April 10. Please check instructions online.

On successful completion you will be able to:

- Students will be able to recognise and define different areas of International Communication theory
- By the end of this unit, students will understand the importance and relevance of academic literacy skills for international communication

### Youth Culture Interview

Due: **March 25, 4pm**

Weighting: **20%**

Read "The Mobile Youth Culture" (readings for week 4 in your reader).

Develop a research question or hypothesis about media usage among young people and create 4 or 5 interview questions about this topic (use closed or

semi-closed questions only). Interview fellow students (outside of ICOM100, a handful of people will be sufficient) and summarize your results. (300w)

Note: There is a folder with examples of hypotheses and questionnaires on ilearn. Make sure to read the information on how to create a useful questionnaire before conducting your interviews.

On successful completion you will be able to:

- Students will be able to apply these key theories to set texts
- Students will be able to use their research to construct a position from which to answer a question relevant to International Communication

## Semiotic Analysis

Due: **April 10, 4pm**

Weighting: **25%**

Choose one of the advertisements provided and analyse how it is constructed and how meaning is created. Analyse if the advert "works" internationally or not, and give reasons for your evaluation. Attach a reference list. 1000-1500 words.

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## Final essay

Due: **May 27, 4pm**

Weighting: **35%**

Make sure to look at the essay writing guidelines on ilearn.

Choose one of the four topics available on ilearn (by mid semester) to write an essay of 1,500 -2,000w. When you do your research to answer the essay question of your choice, make sure to go beyond the reader in looking for material. Use in text citations and attach a list of references.

On successful completion you will be able to:

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- By the end of this unit, students will understand the importance and relevance of academic literacy skills for international communication

## Participation

Due: **ongoing**

Weighting: **10%**

To be successful in this unit, you need to actively participate in lectures and tutorials. Marks are awarded for active participation rather than physical presence.

You are strongly advised to attend lectures. Attendance of tutorials is compulsory. Please inform your tutor in advance if you know you will not be able to attend for any reason. Irregular attendance will affect your participation mark.

On successful completion you will be able to:

- Students will be able to use their research to construct a position from which to answer a question relevant to International Communication
- By the end of this unit, students will understand the importance and relevance of academic literacy skills for international communication

## Delivery and Resources

|  |        |         |         |      |                            |                                     |         |
|--|--------|---------|---------|------|----------------------------|-------------------------------------|---------|
| <a href="#">ICOM100/S1/Day/Lecture_1/01</a>  | Monday | 1:00pm  | 2:00pm  | 1:00 | <a href="#">8-14,17-22</a> | <a href="#">Y3A T1 Theatre</a>      | Y3A_207 |
| <a href="#">ICOM100/S1/Day/Tutorial_1/01</a> | Monday | 4:00pm  | 5:00pm  | 1:00 | <a href="#">8-14,17-22</a> | <a href="#">W6B 315 Tutorial Rm</a> | W6B_315 |
| <a href="#">ICOM100/S1/Day/Tutorial_1/02</a> | Monday | 5:00pm  | 6:00pm  | 1:00 | <a href="#">8-14,17-22</a> | <a href="#">W5C 234 Tutorial Rm</a> | W5C_234 |
| <a href="#">ICOM100/S1/Day/Tutorial_1/03</a> | Friday | 10:00am | 11:00am | 1:00 | <a href="#">8-14,17-22</a> | <a href="#">W5C 210 Tutorial Rm</a> | W5C_210 |
| <a href="#">ICOM100/S1/Day/Tutorial_1/04</a> | Friday | 9:00am  | 10:00am | 1:00 | <a href="#">8-14,17-22</a> | <a href="#">W5C 302 Tutorial Rm</a> | W5C_302 |
| <a href="#">ICOM100/S1/Day/Tutorial_1/05</a> | Friday | 9:00am  | 10:00am | 1:00 | <a href="#">8-14,17-22</a> | <a href="#">W5C 311 Tutorial Rm</a> | W5C_311 |
| <a href="#">ICOM100/S1/Day/Tutorial_1/06</a> | Friday | 10:00am | 11:00am | 1:00 | <a href="#">8-14,17-22</a> | <a href="#">W5C 311 Tutorial Rm</a> | W5C_311 |

|  |        |         |         |      |                            |                                     |         |
|--|--------|---------|---------|------|----------------------------|-------------------------------------|---------|
| <a href="#">ICOM100/S1/Day/Tutorial_1/07</a> | Friday | 11:00am | 12:00pm | 1:00 | <a href="#">8-14,17-22</a> | <a href="#">C5C 238 Tutorial Rm</a> | C5C_238 |
| <a href="#">ICOM100/S1/Day/Tutorial_1/08</a> | Friday | 12:00pm | 1:00pm  | 1:00 | <a href="#">8-14,17-22</a> | <a href="#">W5C 312 Tutorial Rm</a> | W5C_312 |
| <a href="#">ICOM100/S1/Day/Tutorial_1/09</a> | Friday | 11:00am | 12:00pm | 1:00 | <a href="#">8-14,17-22</a> | <a href="#">X5B 132 Tutorial Rm</a> | X5B_132 |

## Unit Schedule

|               |  |
|---------------|--|
| <b>Week 1</b> | <p>Introduction -In this lecture we will look at the course outline and look at examples of international communication in current affairs.</p> <p><b>No tutorials in week one</b></p>   |
| <b>Week 2</b> | <p>Toolbox 1 -What is communication? In this session we will concentrate on communication models.</p> <p><i>Tutorial: Paraphrasing workshop</i> – how to summarise a message and integrate it into your own text. You may complete part one of the <b>paraphrasing assignment</b> online from today onwards.</p> |
| <b>Week 3</b> | <p>Toolbox 2 -The creation of meaning. We continue examining communication processes and focus on the creation of meaning.</p> <p><i>Tutorial: semiotic analysis of a poster</i></p>   |

|               |   |
|---------------|---|
| <b>Week 4</b> | <p>Mediated Communication -This week is dedicated to the analysis of mediated communication vs. face-to-face communication. International contexts add another dimension to mediated communication.</p> <p><i>Tutorial: workshop on how to design questionnaires; discussion of mediated communication in international settings.</i></p> |
| <b>Week 5</b> | <p>International advertising campaigns and PR</p> <p><i>Tutorial: United Colours of Benetton.</i> Example campaigns</p> <p>Note: this week's tutorial for the Fri groups will be postponed to April 5 because of Good Friday.</p> <p><b>Youth Culture Interview</b> due 25th of March</p>   |
| <b>Week 6</b> | <p>No lecture or tutorials on April 1 (Easter Monday)</p> <p>Friday tutorials: <i>Colours of Benetton.</i> Example campaigns</p> <p>Note: You may complete the <b>second part of the paraphrasing assignment</b> online. It needs to be completed before the due date of the semiotic essay (April 10)</p>                                |

|                       |  |
|-----------------------|--|
| <b>Week 7</b>         | <p>Advertising AIDS -This week we will explore the state/marketing interface by analysing international communication about AIDS.</p> <p><i>Monday Tutorial: AIDS advertising across the world from the 80's to now.</i></p> <p><b>Semiotic Analysis Essay Due 10th of April</b></p> |
| <b>Semester Break</b> | <p>2 week break from 14-26 April</p>   |
| <b>Week 8</b>         | <p>International Negotiation -This lecture is about the purposes of effective international communication</p> <p>There are no lectures or tutorials for this week.</p> <p>Tutorials are replaced by the online negotiation task.</p>   |
| <b>Week 9</b>         | <p>Global Media Flows -This week is dedicated to international media flows and contra-flows of visual media.</p>   |
| <b>Week 10</b>        | <p>Global media and public sphere -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>  |



|                |   |
|----------------|---|
| <b>Week 11</b> | The pig that wants to be eaten -Using Thought experiments we will practice argumentation and negotiation skills   |
| <b>Week 12</b> | International communication and language -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.<br><b>Critical essay due this week!</b> |
| <b>Week 13</b> | <b>No lecture.</b><br>Tutorial time will be used for individual feedback  |

## 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://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://www.mq.edu.au/policy/docs/grading/policy.html>

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

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Special Consideration Policy [http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

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

## Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

## UniWISE provides:

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning\\_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

## 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

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

## IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

## Graduate Capabilities

### 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

- Students will be able to explain the key theories in these different fields

### Assessment tasks

- Youth Culture Interview
- Semiotic Analysis
- 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**

- Students will be able to explain the key theories in these different fields
- Students will be able to use their research to construct a position from which to answer a question relevant to International Communication
- By the end of this unit, students will understand the importance and relevance of academic literacy skills for international communication

## **Assessment tasks**

- Youth Culture Interview
- 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**

- Students will be able to recognise and define different areas of International Communication theory
- Students will be able to explain the key theories in these different fields
- Students will be able to apply these key theories to set texts

## **Assessment tasks**

- Youth Culture Interview
- Semiotic Analysis
- Final essay

## **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**

- Students will be able to recognise and define different areas of International Communication theory
- Students will be able to explain the key theories in these different fields
- Students will be able to apply these key theories to set texts

## **Assessment tasks**

- Final essay
- 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**

- Students will be able to apply these key theories to set texts
- Students will be able to use their research to construct a position from which to answer a question relevant to International Communication

## **Assessment tasks**

- Paraphrasing and quoting
- Youth Culture Interview
- Final essay

## **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 outcome

- Students will be able to use their research to construct a position from which to answer a question relevant to International Communication

## Assessment tasks

- Youth Culture Interview
- Semiotic Analysis

## 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

- Students will be able to explain the key theories in these different fields
- Students will be able to use their research to construct a position from which to answer a question relevant to International Communication
- By the end of this unit, students will understand the importance and relevance of academic literacy skills for international communication

## Assessment tasks

- Paraphrasing and quoting
- Youth Culture Interview
- Semiotic Analysis
- Final essay
- 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 outcome**

- Students will be able to use their research to construct a position from which to answer a question relevant to International Communication

## **Assessment task**

- Youth Culture Interview