



MKTG309

Social Marketing and Sustainability

S2 Day 2018

Archive (Pre-2019) - Dept of Marketing and Management

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Disclaimer

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General Information

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Credit points

3

Prerequisites

39cp at 100 level or above

Corequisites

Co-badged status

Unit description

Social Marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviours that benefit individuals and communities for the greater social good.

Social Marketing practice is guided by ethical principles. It seeks to integrate research, best practice, theory, audience and partnership insight, to inform the delivery of competition sensitive and segmented social change programmes that are effective, efficient, equitable and sustainable. (iSMA, 2013). Examples of social marketing include campaigns to prevent or reduce alcohol consumption, tackle obesity, smoking, drug abuse, sustainability, domestic violence and unsafe driving. This unit examines the key principles of social marketing, and explores how to design a marketing strategy that can support social change efforts. The unit uses a case study approach drawing on current and historic Australian and international campaigns.

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:

Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.

Demonstrate awareness of social responsibility and become familiar with the range of issues where social marketing has an impact.

Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.

Critically analyze, discuss, and evaluate social marketing strategies and use secondary

research skills to collect, collate and integrate examples with theory.

Demonstrate use of written and oral skills to integrate key social marketing theoretical concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

General Assessment Information

Unit description. Unlike commercial marketing which seeks to simplify changes in purchasing patterns, social marketing seeks to change strongly ingrained behaviours or firmly held beliefs in a manner that benefits individuals and society at large. Examples of social marketing include: campaigns to prevent or reduce alcohol consumption, smoking, drug abuse, domestic violence and unsafe driving. This unit examines how to design a marketing strategy that will move the target audience from indifference to action and ultimately maintenance. The unit uses a case study approach drawing on current and historic Australian and international campaigns.

Student Workload and Performance Level. Students are expected to complete all assessment tasks for this subject. Failure to complete all assessment tasks will normally result in failure of the entire subject, other marks notwithstanding. Students should note that each credit point normally requires about 2 hours of study per week. Thus, MKTG309 Social Marketing which is a 3 credit point unit requires that students commit about 6 hours study a week, including attendance at lectures and tutorials. **Plagiarism.** Students must not engage in plagiarism in the process of doing assessments tasks for this unit, or any unit whilst at University. Please read the University policy on academic honesty - details can be found in the 'Policies and Procedures' section of this Unit Guide.

Plagiarism: Using the work or ideas of another person, whether intentionally or not, and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts: • copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins • using or extracting another person's concepts, experimental results, or conclusions • summarising another person's work • submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work • use of others (paid or otherwise) to conceive, research or write material submitted for assessment (e.g. ghost writing) • submitting the same or substantially the same piece of work for two different tasks (self plagiarism).

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|----------------------------|-----------|--------|-----------------|
| <u>Creative Production</u> | 60% | No | From tutorial 3 |
| <u>Final Exam</u> | 40% | No | Exam period |

Creative Production

Due: **From tutorial 3**

Weighting: **60%**

This Creative Production assessment is a group project in which students will work in a **group (30%)**, and also **individually (30%)** to create a social marketing campaign. In your **first tutorial**, form into groups of 4-6 students. Your tutor will then allocate your group a topic that your group will work on for the remainder of the semester.

As a group students conduct **background research** on the topic, identify **appropriate target segmentation**, explain their **segmentation approach, guiding theory, campaign purpose, focus, objectives and goals, positioning** and use of the **marketing mix** for a social marketing campaign to address their assigned topic (*groups are encouraged to use the ideas that each student has developed for their individual work on developing a social marketing campaign*). This group work is to be presented in two parts as 'Creative Production group presentations' in tutorials. **Part 1** covers background research; purpose and focus of the campaign; target audience selection; guiding theory; behaviour, knowledge and belief objectives; and SMART goals. **Part 1** presentations are in **tutorial week 6 & tutorial week 7 (worth 15/30 marks)**. **Part 2** covers positioning statement; product design; pricing strategy; place strategy; and promotion strategy. **Part 2** group presentations are in **tutorial week 11 & tutorial week 12 (worth 15/30 marks)**.

All group members MUST attend ALL the tutorials in which their group presents. Absence would mean 0 marks for that presentation unless approved Special Consideration is submitted. All creative production materials (e.g. ppt slides) must be uploaded to iLearn prior to the tutorials in which their group presents.

Individually each student is required to write **two proposals** setting out **their own** recommendations for each part of the Creative Production group presentations. **Part 1 individual proposal (word limit: 1,000)** should include: background research; purpose and focus of the campaign; target audience segmentation & selection; guiding theory; behaviour, knowledge and belief objectives; and SMART goals. The part 1 individual proposal should provide a *rationale analysis and justification* for suggested target audience, objectives and goals (worth **15/30 marks**). Students **submit their Part 1 individual proposal to Turnitin on iLearn by 9:00am, Monday 20 August 2018. Bring a hard copy of your proposal to tutorial** to discuss with your group members as your group work on strategies for Creative Production group presentations part 1. **Part 2 individual proposal (word limit: 1,000)** should include positioning of the social marketing campaign and the recommended marketing mix (4Ps). The part 2 individual proposal should provide a *rationale analysis and justification* for the positioning and each of the 4Ps (worth **15/30 marks**). Students **submit their Part 2 individual proposal to Turnitin on iLearn by 9:00am, Monday 8 October 2018. Bring a hard copy of your proposal to tutorial** to discuss with your group members as your group work on strategies for Creative Production group presentations part 2.

For both individual proposals part 1 and part 2 there will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that

the submission is late (for example, 25 hours late in submission - 20% penalty). This penalty does not apply for cases in which an application for Special Consideration is made and approved.

Refer to detailed Assessment Guideline posted on iLearn.

On successful completion you will be able to:

- Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.
- Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.
- Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.
- Demonstrate use of written and oral skills to integrate key social marketing theoretical concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

Final Exam

Due: **Exam period**

Weighting: **40%**

The duration of the exam is 3 hour plus 10 minutes held during the university's exam period. The final exam is comprehensive covering all materials in lecture, tutorials, textbook, required videos and readings. Further details regarding final exam will be provided on iLearn.

Closed book – 1 A4 size page double- sided handwritten notes is allowed.

Failure to take the final exam will result in 0 out of 40 marks. Students who miss the final exam due to illness will need to lodge an online Special Consideration application with supporting documentation in order to be considered for a supplementary final exam.

On successful completion you will be able to:

- Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.
- Demonstrate awareness of social responsibility and become familiar with the range of issues where social marketing has an impact.
- Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.
- Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.
- Demonstrate use of written and oral skills to integrate key social marketing theoretical

concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

Delivery and Resources

Lectures and Tutorials: • This unit consists of 3 hours face-to-face teaching per session, one 2 hour lecture and one 1 hour tutorial.

Required Reading: Textbook (an electronic pdf version will be made available free of charge on the unit's iLearn website)

- Webster, C., Carter, L., D'Alessandro, S. and Gray, D. (2014) *Social Marketing: Good Intentions*. 1st Edition, TUP.

Required Reading: Journal Articles (students are required to source pdf versions of the following articles from the Macquarie University library)

- Baca-Motes, K., Brown, A., Gneezy, A., Keenan, E.A. And Nelson, L. D. (2013). Commitment and Behavior Change: Evidence from the Field. *Journal of Consumer Research*, 39, 5, 1070-1084.
- Duhachek, A., Agrawal, N. and Han, D. (2012). Guilt versus Shame: Coping, Fluency, and Framing in the Effectiveness of Responsible Drinking Messages. *Journal of Marketing Research*, 49, 928-941.
- Lim, W.M. (2017). Inside the Sustainable Consumption Theoretical Toolbox: Critical Concepts for Sustainability, Consumption, and Marketing. *Journal of Business Research*, 78, 69-80.
- Pechmann, C., Delucchi, K., Lakon, C.M. and Prochaska, J.J. (2016). Randomised Controlled Trial Evaluation of Tweet2Quit: A Social Network Quit-Smoking Intervention. *Tobacco Control*, pp.tobaccocontrol-2015.
- Rothschilds, M.L. (1999). Carrots, Sticks, and Promises: A Conceptual Framework for the Management of Public Health and Social Issue Behaviors. *Journal of Marketing*, 63, 24-37.
- Van Cappellen, P., Rice, E.L., Catalino, L.I. and Fredrickson, B.L. (2018). Positive Affective Processes Underlie Positive Health Behaviour Change. *Psychology & Health*, 33, 1, 77-97.

Required Viewing: (links to these videos will be made available on the unit's iLearn website)

- The Story of Stuff with Annie Leonard (<http://www.storyofstuff.org/movies-all/story-of-stuff/>)
- Drive: The Surprising Truth about What Motivates Us by Dan Pink (<http://www.youtube.com/watch?v=u6XAPnuFjJc>)

Useful supplementary text on social marketing: (available on loan from MQ library):

French, J & Gordon, R. (2015). *Strategic Social Marketing*, Sage: London

Lee, N.R. and Kotler, P. (2011). *Social Marketing: Influencing Behaviors for Good*, 4th edition, Sage, Thousand Oaks, California.

Satisfactory completion of unit

Students are expected to complete all assessment tasks for this subject. Successful completion of this unit requires the student to achieve at least 50% in total in the assessment tasks offered.

The **timetable for classes** can be found on the University web site at:

(<http://www.timetables.mq.edu.au/>)

Other Resources are available on the MKTG309 iLearn website

Technology Used and Required: Students are required to have access to a personal computer, use power point, word processing and ilearn.

Unit Webpage: Course material is available on the learning management system (iLearn):

<http://ilearn.mq.edu.au>

Unit Schedule

MKTG309 S2 2018 Social Marketing & Sustainability Weekly Guide

| Week | Topics and tasks | | |
|------|---|--|---|
| 1 | TOPIC: SETTING THE SCENE Social Marketing and Sustainability – Good Reasons for Behaviour Change & Unit Overview | | |
| | <i>Lecture:</i> Monday 30 July | <i>Readings:</i> - Ch 1 -Rothschild (1999) | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • No tutorials |
| 2 | TOPIC: SETTING THE SCENE Social Marketing and Sustainability – The Basic Toolkit (HIV/AIDS & stigmatisation) | | |
| | <i>Lecture:</i> Monday 6 August | <i>Reading:</i> - Lim (2017) <i>Video:</i> - Story of Stuff | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • Briefing on assessment requirements • Group formation & allocation of Creative Production topics • Questions / Discussion Rothschild (1999) |
| 3 | TOPIC: SETTING THE SCENE Social Marketing and Sustainability – The Basic Toolkit (road safety) | | |

| | | | |
|----------|--|---|--|
| | <i>Lecture:</i> Monday 13 August | <i>Reading:</i> - Ch 2 <i>Video:</i> - Drive | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • Questions / Discussion Lim (2017) • In-class work on Creative Production Part 1: Background, Purpose, Focus, Target Audience, Goals & Objectives |
| 4 | TOPIC: : LIVE LONG AND PROSPER <u><i>Individual proposal Part 1: DUE 9:00am Monday 20 August</i></u> Health and Well-being – Battle of the Bulge (healthy eating & exercise) | | |
| | <i>Lecture:</i> Monday 20 August | <i>Reading:</i> - Ch 3 | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • Questions / Discussion Story of Stuff / Drive videos • In-class group work and preparation for Creative Production presentation Part 1 |
| 5 | TOPIC: LIFE IN THE FAST LANE Addictions and Risky Behaviour – Up in Smoke (cigarettes & tobacco) | | |
| | <i>Lecture:</i> Monday 27 August | <i>Reading:</i> - Pechmann <i>et al.</i> (2016) | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • In-class group work and preparation for Creative Production presentation Part 1 |
| 6 | TOPIC: BACK TO BASICS <u><i>Group presentation Part 1a: Presentations in Tutorials</i></u> Environment and Sustainable Living – Essentials of Life (water & habitat conservation) | | |
| | <i>Lecture:</i> Monday 3 September | <i>Reading:</i> - Baca-Motes <i>et al.</i> (2013) | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • Group Presentations Creative Production Part 1a: Background, Purpose, Focus, Target Audience, Goals & Objectives |
| 7 | TOPIC: LIFE IN THE FAST LANE <u><i>Group presentation Part 1b: Presentations in Tutorials</i></u> Addictions and Risky Behaviour – Skál! ??? Bula! Cheers! (alcohol & drugs) | | |
| | <i>Lecture:</i> Monday 10 September | <i>Readings:</i> - Ch 4 - Duhachek <i>et al.</i> (2012) | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • Group Presentations Creative Production Part 1b: Background, Purpose, Focus, Target Audience, Goals & Objectives |

Mid-Semester Break: 15 September to 30 September 2018

MKTG309 S2 2018 Social Marketing & Sustainability Weekly Guide

| | | | |
|----------|--|--|---|
| 8 | PUBLIC HOLIDAY - No Lecture & Online Tutorials Only | | |
| | No Lecture | | <ul style="list-style-type: none"> • Online tutorial: Creative production part 2 online feedback |

| | | | |
|----|--|--|--|
| 9 | Topic: LIVE LONG AND PROSPER <u><i>Individual proposal Part 2: DUE 9:00am Monday 8 October</i></u> Health and Well-being – Prevention & Early Detection (cancer & immunization) | | |
| | <i>Lecture:</i> Monday 8 October | <i>Reading:</i> - Van Cappellen <i>et al.</i> (2018) | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • Questions / Discussion Duhachek <i>et al.</i> (2012) & Baca-Motes <i>et al.</i> (2013) • In-class group work on Creative Production Part 2: Positioning & 4Ps |
| 10 | TOPIC: BEAUTY IS IN THE EYE OF THE BEHOLDER Power and Perception – Out of Darkness (violence, bullying, eating disorders, depression & mental illness) | | |
| | <i>Lecture:</i> Monday 15 October | <i>Reading:</i> - Ch 5 | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • Questions / Discussion Van Cappellen <i>et al.</i> (2018) • Final work and preparation on Creative Production Part 2: Positioning & 4Ps |
| 11 | TOPIC: BACK TO BASICS <u><i>Group presentation Part 2a: Presentations in Tutorials</i></u> Environment and Sustainable Living – What a Waste (litter & recycling) | | |
| | <i>Lecture:</i> Monday 22 October | <i>Reading:</i> - Ch 6 | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • Group Presentations Creative Production Part 2a: Positioning & 4Ps |
| 12 | TOPIC: BACK TO BASICS <u><i>Group presentation Part 2b: Presentations in Tutorials</i></u> Environment and Sustainable Living – Climate Change | | |
| | <i>Lecture:</i> Monday 29 October | <i>Reading:</i> - Ch 7 | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • Group Presentations Creative Production Part 2b: Positioning & 4Ps |
| 13 | Topic: REVISION | | |
| | <i>Lecture:</i> Monday 5 October | Revision | <i>Tutorial Activity:</i> <ul style="list-style-type: none"> • Revision |

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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) (<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://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/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.mq.edu.au.

Student Support

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

Learning Skills

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

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

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide

appropriate help with any issues that arise during their studies.

Student Enquiries

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

IT Help

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

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

Graduate Capabilities

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

- Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.
- Demonstrate awareness of social responsibility and become familiar with the range of issues where social marketing has an impact.
- Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.
- Demonstrate use of written and oral skills to integrate key social marketing theoretical concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

Assessment tasks

- Creative Production
- Final Exam

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

- Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.
- Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.
- Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.
- Demonstrate use of written and oral skills to integrate key social marketing theoretical concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

Assessment tasks

- Creative Production
- Final Exam

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

- Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.
- Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.
- Demonstrate use of written and oral skills to integrate key social marketing theoretical concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

Assessment tasks

- Creative Production
- Final Exam

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

- Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.
- Demonstrate awareness of social responsibility and become familiar with the range of issues where social marketing has an impact.
- Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.

Assessment tasks

- Creative Production
- Final Exam

Changes from Previous Offering

No changes from Previous offering.

Email Etiquette: About consultation with your tutors and/or unit coordinator/lecturer

Email Etiquette: Consultation with your subject coordinator and/or teachers via email

You must use your formal Macquarie University student email when communicating with teaching staff. Teaching staff will not respond to messages sent from a personal email account.

Your teachers receive a very large number emails each day. Before sending an email to teaching staff please - you must check whether the answer to your enquiry is already contained within the unit guide or the iLearn site for the unit. The vast majority of emails from students to teaching staff relate to information that has already been provided. If you send an email of this type you will not receive a reply. Therefore, you must please carefully read the unit guide and iLearn site before sending a query by email.

In order to enable teaching staff to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication: Consider what

the communication is about

- Is your question addressed elsewhere (e.g. in the unit guide or on the unit iLearn site)? • Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment or see your tutor/lecturer in class.
- Are you addressing your request to the most appropriate person - please note that teaching staff do not deal with IT or student administration issues?

Specific email title/ header to enable easy identification of subject related/ student emails

- Identify the unit code of the subject you are enquiring about (as your teacher may be involved in more than one subject) in the email header. Add a brief, specific header after the unit code where appropriate

Professional courtesy

- Address your teacher appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid 'text-speak' abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Academics will normally respond within 1-3 days. If the matter is urgent, you may wish to telephone the Teaching Staff whose contact details are given in this subject outline or contacting the Department.
- Please ensure that you include your full name, and identify your seminar or tutorial group in your email so that your teachers know who they are communicating with and can follow-up personally where appropriate.

Research and Practice

- This unit uses research by Macquarie University researchers
- This unit uses research from external sources (see journal article reading list)
- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research