

## Course Outline

**Code: CMN103**

**Title: Introduction to the Creative Industries**

**School:** Creative Industries  
**Teaching Session:** Semester 1  
**Year:** 2020  
**Course Coordinator:** Dr Gail Crimmins, gcrimmin@usc.edu.au  
**Course Moderator:** Dr Karen Hands, khands1@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

### 1. What is this course about?

#### 1.1 Description

This course introduces you to the Creative Industries, one of the fastest growing, most dynamic and diverse employment sectors. The course also introduces you to the study areas within the Creative Industries program at USC in order to help you clarify and develop your study program. You will learn how the combination of ideas, talent, hands-on skills and the entrepreneurial spirit can be effectively applied to the Creative Industries. You will develop a business proposal for a new product/business in the Creative Industries, connecting your practical exploration with key course concepts.

#### 1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

### 2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Identify your individual skills, qualities and connections that will help you to become successful in the Creative Industries.	1	Empowered

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
Plan a creative industries business proposal and deliver a persuasive pitch.	2	Creative and critical thinkers Knowledgeable
Present information in a creative and informative manner.	2 and 3	Creative and critical thinkers
Know how to create a digital profile and/or creative works repository that can be used to showcase your talents and qualities relevant to the creative industries. Know what industries and organisations to which you can pitch your skills and qualities	3	Empowered Knowledgeable Creative and critical thinkers

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1 Enrolment restrictions

Nil

### 5.2 Pre-requisites

Nil

### 5.3 Co-requisites

Nil

### 5.4 Anti-requisites

Nil

### 5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

## 6. How am I going to be assessed?

### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

### 6.2 Details of early feedback on progress

In Weeks 2 and 3 of the course you will be given an opportunity to work on your first assessment task in tutorials, where formative feedback by a tutor will be available.

### 6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Artefact - Creative, and Written Piece	Individual	15%	300 words	Week 3	Online Assignment Submission with Plagiarism check
2	Oral, and Written Piece	Group	45%	15 minutes	Week 8	In Class
3	Portfolio	Individual	40%	1,000 words	Week 12	Online Assignment Submission with Plagiarism check
			100%			

#### Assessment 1: An initial skills, qualities and connections audit

<b>Goal:</b>	The purpose of this task is to locate a job advertisement in the Creative Industries that appeals to you, to identify the personal skills, qualities and connections you currently possess, and to identify the skills, qualities and connections you will need to be successful in your chosen role in the Creative Industries.
<b>Product:</b>	Artefact - Creative, and Written Piece
<b>Format:</b>	Professional/Industry format skills, quality and connections audit. You will present a found job advertisement for a role you would wish to obtain in the Creative Industries upon completion of your degree. This will be used as the basis for a 300 word self-reflection audit which communicates the personal skills, qualities and connections you currently possess and the skills, qualities and connections you will need to develop to successfully secure your chosen role in the Cis. Further details of this task will be provided on Blackboard.
<b>Criteria:</b>	Your self-reflection will be evaluated according to the following criteria: <ul style="list-style-type: none"> <li>• The alignment between the personal skills, qualities and connections you currently possess and those specified or suggested in the found job advertisement</li> <li>• Evidence of your listed skills, qualities and connections</li> <li>• The appropriateness of the professional development goals you present to help you develop the skills, qualities and connections you need to develop in order to be successful within your chosen role in the Creative Industries</li> <li>• The clarity and concision with which information is communicated</li> </ul>

**Assessment Task 2: New business enterprise presentation**

<b>Goal:</b>	The goal of this task is to develop your ability to plan and pitch a new business enterprise within the Creative Industries environment. You will work with your team in a professional manner to contribute to your group pitch.
<b>Product:</b>	Oral and Written Piece
<b>Format:</b>	<p>Professional/Industry format</p> <p>Working with your group, you will plan and present a persuasive pitch for a new business enterprise (or ‘start-up’). You will present your pitch to a hypothetical business mentor. Your presentation will be 10 minutes in length, followed by a 5 minute question time. You will present your pitch using professional presentation tools (for example: PowerPoint). Your pitch will include information on the ways that your product/service provides a solution to an identified problem or gap in the industry segment and will identify the target market for your product/service. Include in-text referencing within slides and a reference list on the final slide / section.</p> <p>From Weeks 4 to 8 you will work with your group to develop your group pitch. You will engage in meetings for this task during tutorials and will be guided by your tutor. You will also meet your group outside of tutorial times and will engage in individual preparation for the task.</p> <p>Further details of this task will be provided on Blackboard.</p>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship skills. (Ability to clarify the problem, solution, ‘magic touch’ and marketing approach.)</li> <li>• Breadth of research and investigation into the market gaps and opportunities.</li> <li>• Quality and creativity of thinking as evidenced by your ability to argue your case creatively and convincingly;</li> <li>• A presentation that is both engaging and convincing</li> <li>• Appropriately referenced and acknowledged sources of information used to support your recommendations</li> </ul> <p>Individual contribution to the group task as assessed by tutor</p> <ul style="list-style-type: none"> <li>• Participation in group discussions during tutorials in weeks 4 – 8</li> <li>• Sharing of information from personal preparation for the group task</li> </ul> <p>Individual contribution to the group task as assessed by peers</p> <ul style="list-style-type: none"> <li>• Contribution to group meetings and planning</li> <li>• Communication and problem solving skills</li> <li>• Commitment to group cohesion (eg: supports others ideas/points of view, positive and supportive attitude, easy to get along with)</li> <li>• Overall contribution to the project</li> </ul>

**Assessment Task 3:** Digital profile or portfolio and a map of project/work opportunities in your segment of the Creative Industries

<b>Goal:</b>	This task will allow you to communicate and promote the skills and qualities you possess to be successful within your industry segment within the Creative Industries. You will have an opportunity to develop a professional work profile or repository that will allow you to connect and showcase your work to industry professionals and potential employers and collaborators. You will also have an opportunity to research and present an overview of the project/work opportunities you can pursue in the Cis that align with your disciplinary skill set and personal qualities and connections.
<b>Product:</b>	Artefact - Creative, and Written Piece
<b>Format:</b>	Professional/Industry format digital profile. You will have a choice of creating either a LinkedIn or Facebook account, website or Online repository within which you summarise and promote industry segment specific skills and qualities you possess. The profile you create will also showcase any relevant work/s you have created within your industry segment. You will target your profile to prospective employers or fellow creatives with whom you wish to collaborate. Your digital profile will be accompanied with a summary of the project/work opportunities you can pursue in the Cis that align with your disciplinary skill set and personal qualities and connections. Further details of this task will be provided on Blackboard.
<b>Criteria:</b>	Criteria: <ul style="list-style-type: none"> <li>• Detail and relevance of industry specific skills and qualities presented</li> <li>• Appropriateness of format employed and ease of navigation for your target audience</li> <li>• Relevance of communication style used</li> <li>• Variety and relevance of digital content presented</li> <li>• Depth of research undertaken regarding project or work opportunities identified</li> </ul>

## 7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

<b>Location:</b>	<b>Directed study hours for location:</b>
Sippy Downs	Lecture: 1 hour (online) Tutorial: 2 hours
USC Caboolture	Lecture: 1 hour (online) Tutorial: 2 hours
USC Moreton Bay	Lecture: 1 hour (online) Tutorial: 2 hours

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s) or course reader

Weekly readings will be made available via Blackboard.

### 8.2 Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2 Assessment: Additional requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

### 10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

### 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#). Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments. To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

### 10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)