USC

COURSE OUTLINE

CMN106 Contemporary Communication Theory and Trends

Course Coordinator: Lauren Istvandity (listvandity@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Semester 1

USC Sunshine Coast USC Moreton Bay	**ON CAMPUS**	Most of your course is on campus but you may be able to do some components of this course online.
Online	**ONLINE 1**	You can do this course without coming onto campus.

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

The successful completion of this course will provide you with an understanding of the contemporary landscape and employment opportunities in the communication sector, and the theories that help us to understand the relationship between media and society. Examining critical theories will help you to understand power and voice in mediated communication. You will also evaluate the skills and values needed to be successful in the communication sector. Finally, the course will introduce you to the discipline areas within the Communications Program at USC to help you clarify your study choices.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – 1 hour online lecture content for 12 weeks (or equivalent).	1hr	Week 1	12 times
Tutorial/Workshop – On campus tutorial/workshop for 12 weeks (or equivalent).	2hrs	Week 1	12 times
ONLINE 1			
Online – 3 hours online content for 12 weeks (or equivalent).	3hrs	Week 1	12 times

1.3. Course Topics

1. Introduction to Communication
2. Text, Context and Audience
3. Mass Communication Theories
4. Professional and Organisational Communication
5. Power and Influence
6. Globalisation and Communication
7. Semiotics and Visual Communication
8. New Media
9. Health Communication
10. Gender and Communication
11. Intercultural Communication
12. Crisis Communication

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study 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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Identify your individual skills, qualities and connections that will help you to become successful in the communication sector.	Empowered
2 Employ critical theories to inform your understanding of the cultural power of media forms.	Knowledgeable
3 Locate, evaluate, and utilise relevant academic research.	Knowledgeable
4 Employ appropriate and ethical conventions of communication to convey meaning in written, oral and non-verbal formats.	Ethical

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. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Informal formative assessment is regularly provided within tutorial activities, via face to face consultations and email. This support is advertised to students in lectures, tutorials and through Blackboard announcements.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	30%	700 words	Week 5	Online Assignment Submission
All	2	Oral and Written Piece	Group	30%	6 minutes	Week 9	Online Assignment Submission
All	3	Essay	Individual	40%	1,000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Reflective analysis

GOAL:	The purpose of this task is to reflect on skills and qualities found in the communication sector. Students will describe the skills and qualities observed in an existing published piece of communication in the form of a podcast, blog, or vlog which lead it to being engaging or successful. Students will also reflect on their personal skills and qualities as they relate to professional goals in the field of communication.
PRODUCT:	Written Piece
FORMAT:	Academic format Part A Communication Analysis 500 words (20%) Students will analyse 1 podcast / vlog / blog of your choosing, either in the area of media and communication, or an area of professional interest. In 500 words, students are to describe the skills and qualities of the presenter/s and the content, summarising how these elements combine to produce an engaging and/or successful piece of communication, using examples. This work should refer to theory covered in Weeks 1-4, and include a minimum of 2 scholarly sources and 1 media source in a reference list. Part B Self-reflection 200 words + matrix (10%) Students will reflect on personal skills and qualities through completion of a simple matrix and reflective paragraph. The matrix will help define current skills, and clarify skills needed to work on for a career in communication. The paragraph should rationalise this selection through reference to examples, and be situated within a specific career goal.

CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate understanding of concepts encountered in lectures, tutorials, and readings	① ③
	2	Effectively determine skills / qualities and overall product in chosen piece of online communication	②
	3	Identify relevant personal skills or qualities for a future career in the Communication sector	①
	4	Demonstrate effective written communication, including academic language, grammar, spelling, punctuation and referencing (APA or Harvard).	④

All - Assessment Task 2: Oral presentation

GOAL:	The goal of this task is to present a critical take on a 20th Century communication theory, by bringing it into 21st Century contexts. The presentation should occur in a paired or panel interview style in which participants will interrogate concepts for their relevance and application to communication in current contexts.
PRODUCT:	Oral and Written Piece
FORMAT:	Academic Format In six minutes, each group will introduce ONE theoretical concept and critique it with reference to literature and relevant examples. Groups of 2-3 may choose variations on presentation style to accommodate the pair or panel interview format. For example, groups may choose to interact as communication students, or as a mock television interview (e.g. ABC's Q&A) with students embodying certain roles. The tone of the presentation should remain academic, with rationalized arguments throughout. This task provides the opportunity to work on verbal and non-verbal communication skills. The goal is not to arrive at a conclusion that a theory is right or wrong, but to produce a stimulating and engaging discussion. Presentations will be delivered and assessed in tutorials for on-campus students. Online students will submit a pre-recorded presentation via Blackboard. You must submit a reference list via Blackboard of at least 6 scholarly sources and 2 media or non-scholarly sources supporting your presentation. All group members must contribute equally in preparation, contribution and speaking time. Completion of self- and peer-evaluation of group work contribution is required for this task.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstrate understanding and critical reflection on communication theory	②
	2	Interpret and apply appropriate supporting evidence	② ③
	3	Model effective verbal and non-verbal communication (including visual aids and adherence to time limits)	④
	4	Produce a correctly formatted reference list of relevant and credible sources	② ③ ④

All - Assessment Task 3: Written Essay

GOAL:	In this task students will demonstrate an understanding of and ability to apply a relevant theoretical approach in the analysis of mediated communication. Students will draw on content from across the course to support their analysis which will show how and/or why the selected piece of communication is significant, and how and/or why it has made an impact on society in the 21st Century.
PRODUCT:	Essay
FORMAT:	Academic Format In 1000 words, students will construct an essay outlining a deep and critical analysis of a piece of mediated communication. Mediated communication includes a range of media texts, such as television, print and online news media, advertisements, film, radio, etc. The analysis will be focused by the selection of one core theory through which the chosen media object will be analysed. Essays should include a reference list and references within the text to support arguments of a minimum 8 scholarly sources and 2 media/non-academic sources.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Apply chosen theory and supporting arguments to produce a critical analysis	②
	2	Synthesise and evaluate ideas to produce a convincing piece of written communication	② ③
	3	Apply principles of academic writing, including essay form, academic language, grammar, spelling, and punctuation	④
	4	Produce correctly formatted reference list (APA or Harvard) evidencing relevance and credibility of supporting sources	③

7. Directed study hours

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.

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

Please note: 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

> There are no required/recommended resources for this course.

8.2. Specific requirements

Students must have access to a computer and the internet to undertake this course.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training 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

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

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

10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. 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

10.8. 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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au